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ABSTRACT

An ad hoc committee was formed in the fall of 1988 to survey the perceptions of University of Idaho (UI) faculty concerning their research needs and their attitudes toward library facilities and services. The survey questionnaires were sent to a total of 796 on-campus and off-campus faculty members. The results presented in this report reflect only the on-campus group. Of the 448 on-campus faculty members who answered the survey, 82% were either very or somewhat satisfied with the UI Library. Faculty members placed a very high priority on the use of the library by the students as part of the university experience, but their opinions were divided over who should have primary responsibility for teaching students to use the library. The most serious problem reported by faculty members was obtaining materials for research in the UI library. Appendixes, which make up the major part of the document, include detailed statistical tables, qualitative results of the survey, and a breakdown of the costs associated with the study. (SD)

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THE UNIVERSITY OF IDAHO LIBRARY: WHAT DO YOU THINK?

A survey of faculty attitudes regarding library facilities and services

U.S. DEPARTMENT OF EDUCATION
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By Lily Wai and J. Muriel Saul

December, 1989

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I. SUMMARY

An ad hoc committee was formed in the fall of 1988 to survey the perceptions of UI faculty members concerning their research needs and their attitudes regarding library facilities and services. The survey questionnaires were sent to a total of 796 faculty members. Of these, 654 were on-campus and 142 were off-campus. Of the returned surveys, 551 were completed and usable. The response rate for on-campus was about 69% and for off-campus was about 73%. The survey results presented in this report reflect only the on-campus group. Although a large number of off-campus faculty returned the questionnaire, most could not answer the questions, since they did not have ready physical access to the UI Library. The analysis of data for off-campus group is not included in this report, but their general comments are included in the Appendix II: Written Comments.

Of the 448 on-campus faculty members who answered the survey, 82% were either very or somewhat satisfied with the UI Library. About 67% felt very or somewhat satisfied with the library in meeting their research needs. Among the 131 faculty who felt somewhat or very dissatisfied, 38% were in the social sciences, 40% were in the humanities and 29% were in the sciences. Only 10% of the faculty felt they are able to find over 80% of the resources they need for their research at the UI Library. One third of them felt they could find over 80% of the resources in the UI and WSU Libraries together.

Faculty members placed very high priority on the use of the library by the students as part of their university experience. Their opinions were divided over who should have the primary responsibility for teaching students to use the library. Among the services offered by the Library, viewed as high priority areas in descending order were: journals for library collection, 90%; books for library collection, 82%; self-serve photo copiers, 61%; database searching, 58%; library orientation session for new faculty and students, 51%. The most serious problem of the UI library expressed by the faculty members clearly was "obtaining materials for research."

Sentiments expressed by the majority of the UI faculty in their written comments can be summed up in one faculty member's words: "You do a magnificent job given the inadequate space and funding allotted to your crucial role at the University. Here's hoping the new administration, the Regents, and the people of Idaho see fit to support you in the future as befits a true university library."

II. BACKGROUND

In FY 1988, a subcommittee of the UI Research Council explored several aspects of faculty research needs and the UI Library. This subcommittee recommended that a faculty-wide survey be conducted regarding the Library. The recommendation was subsequently endorsed by a similar recommendation to the Library from the full membership of the Research Council. In the summer of 1988, the Library and the Library Affairs Committee established an ad hoc committee to

survey the perceptions of faculty members concerning research issues and the Library's resources and services. The working group represented members from each of the public service departments in the library, as well as members from various disciplines of colleges on campus. John Carlson of Agricultural Economics and Rural Sociology, a specialist in social survey research, was recruited to serve on the committee as a resource person.

The committee met almost weekly in the fall of 1988 to put together the survey questionnaire. Comments and suggestions were sought from faculty members who volunteered to be pre-tested. The final draft of the survey was approved at the December meeting. The printing, sorting, coding and preparations for the mailing were done during December, 1988. Upon the advice of John Carlson, the Committee members agreed that all questionnaires would be mailed to home addresses, in order to achieve a better response rate so that the survey results would more truly reflect the thinking of the majority of the UI faculty members. The survey with a cover letter was mailed to all members of the UI faculty in January 1989. Post card reminders were sent out a week later. Second reminders were sent two weeks later to those who had not returned the survey.

The Committee decided that the questionnaire should be sent to both on-campus and off-campus faculty members. Even though off-campus UI faculty may not have direct access to the Library facilities it was considered important to find out how they view the Library and what the Library could do to improve access and services for them. Since the questionnaire was originally designed for on-campus faculty, many of the questions could not be answered by off-campus members. In order to make the data more accurately reflect the attitudes of both on-campus and off-campus groups, the on-campus and off-campus data were analyzed separately. An attempt was also made to analyze the differences of opinion among the humanities, social sciences and sciences disciplines according to the subject library divisions at the UI Library.

III. OBJECTIVES

This is the first time that the Library has solicited feedback from all faculty members as to how well the UI Library provides materials and services. A survey of this magnitude can not be done often, so the committee members agreed that the survey should cover a broad perspective. The committee decided the survey should serve two purposes:

1. To determine faculty perceptions of how their research and teaching needs are being met by the Library's collections and services.

2. To provide the Library with more specific information related to faculty use of the Library and their reactions to possible service enhancements.

A well-run library needs to continuously study organization, facilities, services and routines, and make appropriate adaptations. This survey provides

some concrete observations of present use and desired improvements, with consideration for new technology.

IV. METHODOLOGY

Dillman's Total Design Method was used to administer and conduct the survey. (Dillman, Don A. *Mail and telephone surveys: the total design method.* Wiley, 1978). According to Dillman, the maximum response rate comes from questionnaires designed to be between 8-12 pages long. Our 9 page survey was printed on #10 canary color paper with a size that would fit in a letter sized envelope, and the proper weight for a 25 cents stamp. Each cover letter sent along with the questionnaire was individually signed by the committee chair to attract attention when the mail arrived at each faculty member's home address. The only deviation from the Dillman method was that the Committee chose not to hand address each envelope and post card. The response rate for this survey was very close to what was predicted if the total Dillman method were followed.

The survey questionnaires were sent to a total of 796 faculty members. Of these, 654 were on-campus and 142 were off-campus. Of the returned surveys, 551 were completed and usable; 448 were from on-campus faculty and 103 were from off-campus faculty. The response rate for on-campus was 69% and off-campus was 73%.

V. ANALYSIS OF DATA

A. General Data

Although a large number of off-campus faculty returned the questionnaire, most could not answer the questions since they did not have ready physical access to the library. Their responses and comments are being considered for further action.

Of the 448 on-campus faculty members who answered the survey, 84% were male and 16% were female which is the same ratio as for the permanent resident faculty. One third of the respondents have been with the university for over 15 years, and two thirds of the respondents indicated they have been at UI for over five years (Q-16). Comparing this data to the entire population of resident instructional faculty, it showed that there were slightly more respondents from mid-career faculty, that is, those who have been here more than five years, but less than twenty years. (Source: Management Information Services).

Overall, 82% are either very or somewhat satisfied with the UI Library (Q-1, Fig. 1). More than 90% felt either very or somewhat satisfied with the UI Library in meeting their **teaching needs** (Q-7a). Two thirds of the faculty felt very or somewhat satisfied with the library in meeting their **research needs** (Q-7c). Among the 131 faculty who felt somewhat or very dissatisfied, 38% are in the social sciences, 40% are in the humanities and 29% are in the sciences (Q-7c). More than 87% felt either very or somewhat satisfied with the UI library in meeting their **personal needs** (Q-7d, Fig. 2)

When asked about their access to computer facilities on campus, 90% indicated they have access to a personal computer at their office, while 68% have personal computers at their homes (Q-18aa,18bb). Fifty eight percent have a CMS USERID for the mainframe computer on the UI campus (Q-18a). Only 29% indicated that they have a modem at their office, and 18% at their home (Q-18b, Fig. 3). The question was asked to determine the potential for delivering automated services in the future.

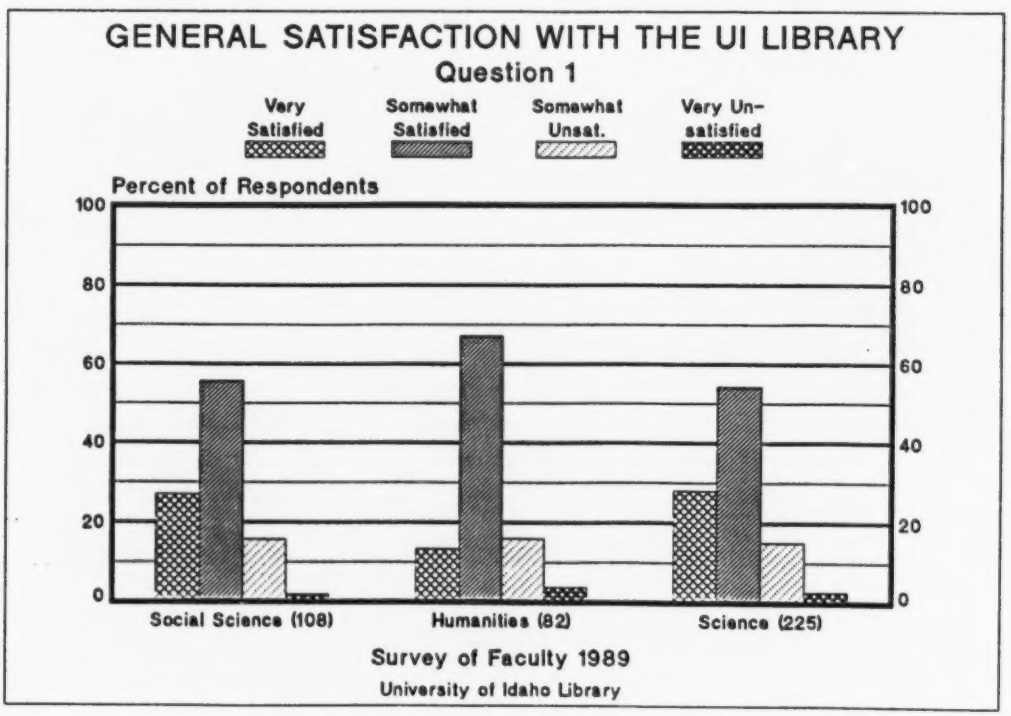
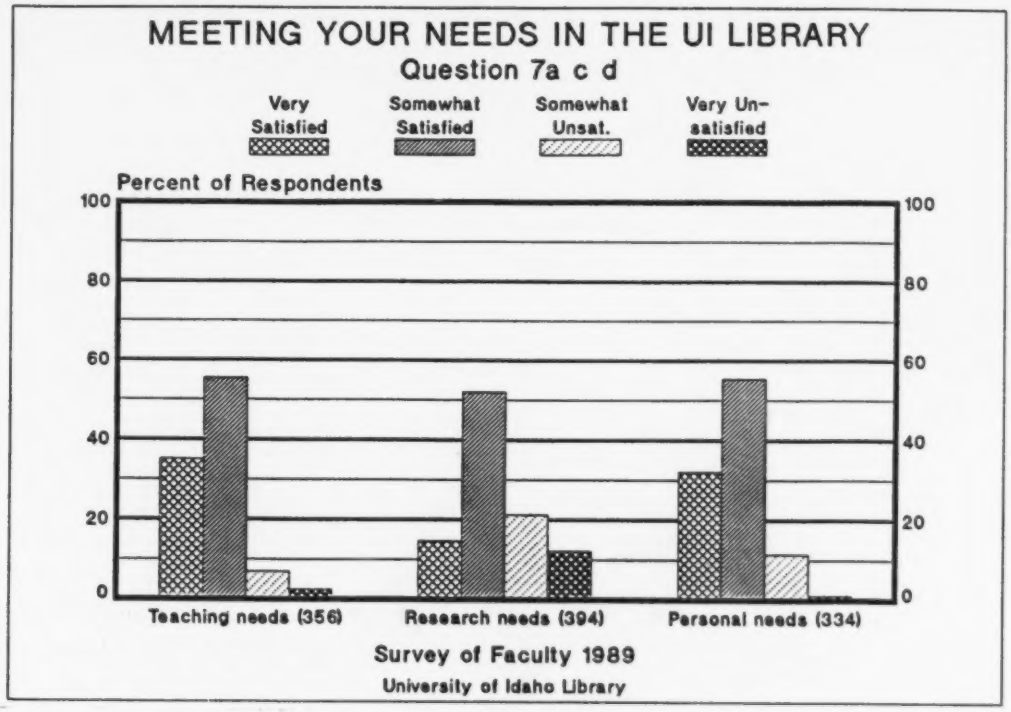


Figure 1



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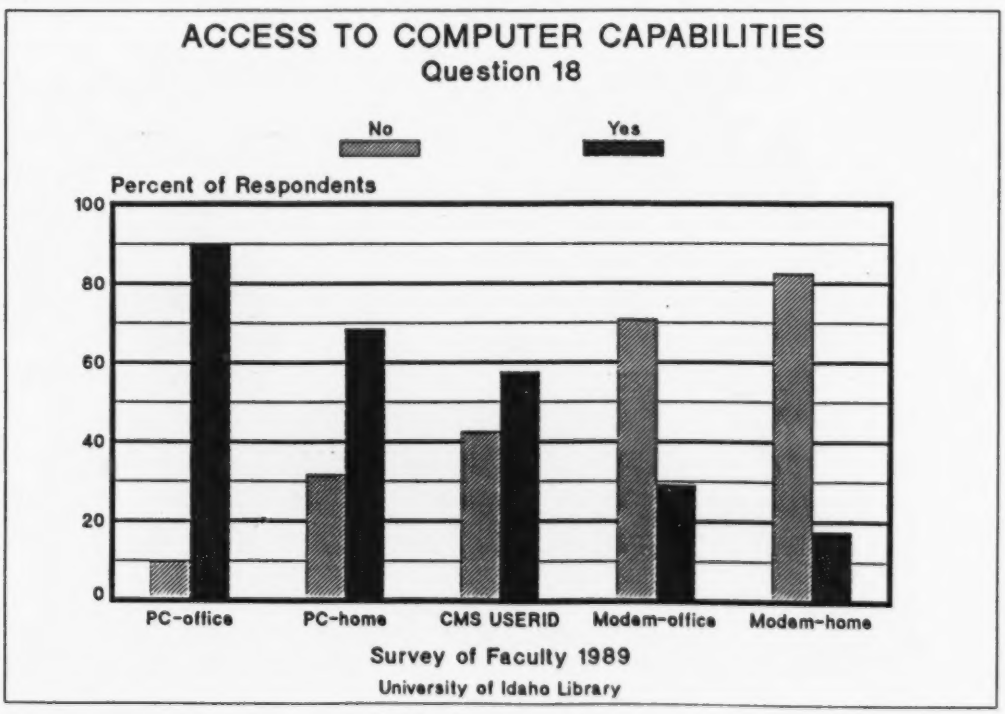

Figure 3

B. Usage of Library Facilities and Services

When asked how often they use the library, 41% answered that they used the library 1-2 times a week, 27% used it once a month, and 18% used the library 3-6 times a week (Q-2).

1. Library Public Catalogs

Although the Library card catalog was closed in 1979 when UI joined the Western Library Network (no new book records were added since then) and the card catalog was physically removed from the library lobby in October 1988 (three months before the survey was conducted), 58% of the faculty members indicated they used the card catalog occasionally or frequently. Fifty nine percent used the microfiche catalog either occasionally or frequently (Q-5f). Since the survey was to cover the last twelve months, one assumes that the reference to their use was to the period before they were removed and replaced by the laser disk catalog (Q-5a).

The library installed a number of laser disk catalog stations in the fall of 1988. Six months after LaserCat stations were installed, 37% of the faculty indicated they used the LaserCat either occasionally or frequently; 45% never used it and 17% seldom used the LaserCat (Q-5j).

2. Library Materials

a. Magazines and research journals

Half of the UI faculty never or seldom used popular magazines in the Library, but 89% used the research journals either occasionally or frequently (Q-5c).

b. Microforms

It is clear that microforms were not heavily used by the faculty members since 71% never or seldom used microforms (Q-5d).

c. Reference books, indexes, and abstracts

A majority of the respondents, 82% occasionally or frequently used these reference sources. The humanities faculty used them more often than the social sciences and sciences faculty members (Q-5e).

d. Government documents

Although the UI library is the regional depository library for the state and has a comprehensive collection of federal government documents, it is apparently an underutilized collection. Fifty eight percent of the faculty never or seldom used the collection. This is possibly a reflection of the fact that the bulk of government

documents are not listed in the catalog. Government documents were more popular with the social sciences faculty than the sciences and humanities (Q-5g).

e. Browsing Room materials

More than half of the faculty (53%) did not use browsing room materials (Q-5i).

f. Music scores

Fourteen of the eighty one humanities faculty used this collection occasionally or frequently, while 89% never used the collection in the Library (Q-5h).

g. Newspapers

The majority of the faculty did not use the newspaper room (76%). Among the three disciplines, social science faculty used current newspapers the least when compared with the humanities and science faculty members (Q-5k).

h. Special collections

There were 13 faculty members on the UI campus who were frequent users of the Special Collections while 83% never or seldom used these materials (Q-5l).

3. Library Services

a. Photocopy service

It was obvious all disciplines used photocopiers: 74% either used them occasionally or frequently (Q-5m).

b. Reserve service

More than half of the faculty members put items on reserve: 25% used it frequently and 28% used it occasionally. However, 27% never used this service (Q-5n).

c. Library orientation classes

Of the 411 faculty who responded to this question, 328 indicated they never used this service. Only five faculty members used the service frequently and fourteen in both of the social sciences and sciences and six in humanities used the service occasionally (Q-5o).

When asked how often they made assignments in their classes that would involve library research, 32% assigned a short paper frequently and 35%

occasionally. There were 33% who assigned a research paper frequently and 40% occasionally. About 45% assigned a project requiring library use frequently, while 36% occasionally (Q-9a-c).

Of the 346 faculty who responded, 279 (81%) indicated they have never had their students go to the library for a library orientation session this past calendar year. Of the 55 faculty who used a library orientation session, 86% were taught by a librarian, 5% taught by themselves, and 8% taught by their teaching assistants (Q-10,Q-10b).

d. Computer database searching

Eighty nine of the 402 respondents used online database searching occasionally. Of these, 26 were in the social sciences, 13 in the humanities and 50 were in the sciences. There were 34 who used online searching frequently. Of these, 19 were in the sciences. About 70% of the faculty never or seldom used this service (Q-5p).

Compared to the online database searching service which has been offered at the UI library since early 1970s, CD-ROM computer database searching seemed to be slightly more popular among faculty members. CD-ROM database searching has been available at the UI Library only in the last two years, but 111 of the 405 responded have used the CD-ROM service either occasionally or frequently (Q-5q).

e. Journal purchase requests

Of the 412 faculty who responded, 74% never or seldom requested a journal purchase from the Library while only 3% of the faculty have frequently requested journal purchase (Q-5r).

f. Book purchase requests

Approximately half of the faculty have requested book purchases either occasionally or frequently. Of these, humanities faculty used this service most often (Q-5s).

g. Interlibrary loan

There were 22% who used the ILL service frequently while 34% used it occasionally. Science faculty led in its usage (Q-5t).

C. Adequacy of Library Facilities and Services

1. Library resources for faculty research

Only 10% of the faculty felt they were able to find over 80% of the resources they needed for their research at the UI Library alone. One third of them felt they could find over 80% of the resources for their research in both UI and WSU Libraries together. About 31% felt they could find 61-80% of the resources at UI Library alone. Forty five percent felt they could find 61-80% of the resources at both UI and WSU Libraries. Of the 402 faculty members who answered the question, 46 felt they could find less than 20% of the resources they need at the UI Library. Of these 18 were from the social sciences, 18 from the sciences and 10 from the humanities (Q-6a,b, Fig. 4, Fig. 5).

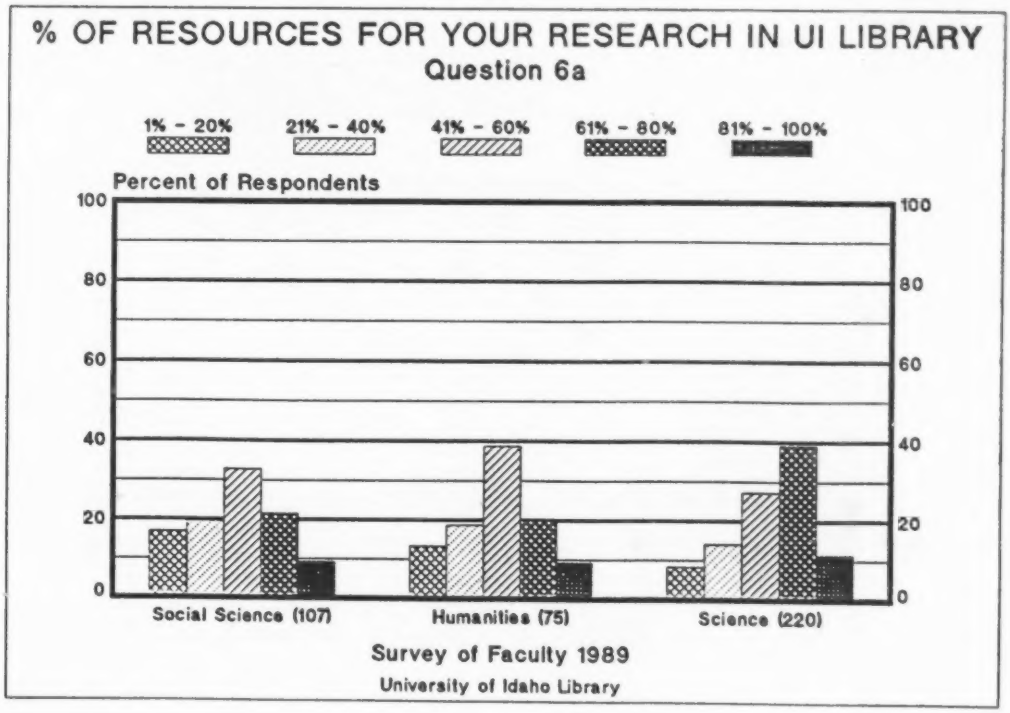

Figure 4

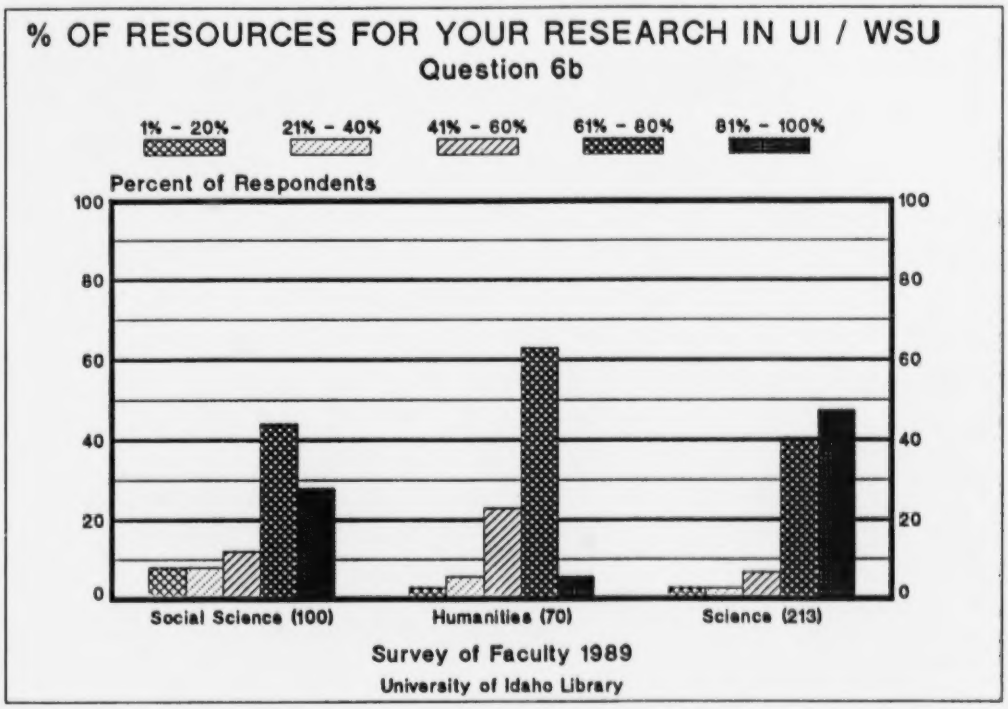

Figure 5

When asked if the **book collection** in their subject area is adequate **for** their research needs, 35% agreed or strongly agreed, 40% disagreed or strongly **disagreed** and 25% neither agreed nor disagreed. When asked if the **journal collection** in their subject area is adequate, 38% strongly agreed or agreed, 41% **disagreed** or strongly disagreed, 21% neither agreed nor disagreed (Q-3e,g,j,k).

2. Library material purchase requests

When asked if their purchase requests for library materials were processed and available within an acceptable time frame, 52% either strongly agreed or agreed; 14% disagreed or strongly disagreed; 34% remained neutral (Q-3d). When asked if the library responds adequately to their purchase requests for **teaching needs**, 47% either strongly agreed or agreed; 43% indicated neither agreed nor disagreed (Q-3f). When asked about their purchase requests for **research needs**, 43% either strongly agreed or agreed and 43% neither agreed nor disagreed (Q-3h).

3. Library catalogs

Of those who used LaserCat, the computerized public catalog, 34% felt it was very adequate while 29% felt it somewhat adequate. However, 122 (30%) of

405 who responded did not know about it. (This survey was taken six months after the system was installed) (Q-12b).

4. Subject librarian assistance

Regarding overall assistance, 92% felt subject librarians were doing very or somewhat adequate job in providing assistance. Eighty one percent felt the librarians provided adequate information and reference services for their research needs (Q-3i). On computer assisted database searching, 59% felt subject librarians were providing very or somewhat adequate service; however, 34% indicated they did not know about this service. When asked about instruction in library use, 46% indicated they did not know about this service, while 48% felt the librarians were doing very or somewhat adequate job. Thirty six percent indicated they did not know the existence of the written library instruction guides that the subject librarians compiled, while 57% felt they were either very or somewhat adequate (Q-12c,f,m,n, and Q-3j).

5. Circulation department services

Almost 90% felt the Circulation desk assistance was very or somewhat adequate and 84% felt the Interlibrary Loan Service was either very or somewhat adequate. Only 12% indicated they did not know about Interlibrary Loan Service. Perhaps this is another indication that UI library is dependent on materials in other libraries. Seventy eight percent indicated the photocopying service was either very or somewhat adequate. Eighty six percent felt the books and periodicals on library shelves were either very or somewhat orderly (Q-12d,e,g,q).

6. Library facilities

More than two thirds of the respondents were not aware of library equipment available for check out. One third of them felt the coin operated copy machines were either not at all or slightly adequate, while only 18% felt they were very adequate. The satisfaction level with the coin operated copy machines was minimal. About 74% of the respondents did not know there were mainframe computer terminals available in the library. Forty eight percent felt the signs and building directories were very adequate while 33% felt they were somewhat adequate. Thirty five percent felt the physical organization of the library was very adequate and 41% felt it was somewhat adequate. Six percent felt it was not at all adequate and 13% felt it was slightly adequate. There was some dissatisfaction with the physical organization of the library. Twenty three percent felt the reference collection was very adequate and 41% felt it was somewhat adequate. Twenty two percent felt the reference collection was either not at all or slightly adequate. Half of the respondents did not know there was a lounge/vending machine area in the library, while about 44% did not know there was a browsing and newspaper area. Eighty nine percent did not know there were group study rooms available in the library and 71% did not know there were microcomputers and printers available for public use (Q-12j,k,l,o,p,r,s,t,u,v,x,y,z).

7. Procedures for book purchase requests

Approximately 24% of the respondents were not aware of the procedure for suggesting new titles for purchase and nearly 20% felt the procedure was inadequate. Almost one third of the respondents did not know about the notification procedures concerning book orders (Q-12w,aa).

8. Handicapped access

The majority of the respondents did not know anything about handicapped access to the library nor were they aware of the visually handicapped aids available in the library. Thirteen faculty indicated handicapped access to library material was not at all adequate and nine indicated visually handicapped aids were not at all adequate (Q-12u,y).

9. Microform collections and equipment

About 60% of the respondents indicated they did not know, or possibly never used, the microform collections while 54% said they did not know anything about the microform equipment (Q-12h,i).

D. Priority Areas

Faculty members placed very high priority on the use of the library by the students as part of their university experience. Over ninety nine per cent either strongly agreed or agreed that students should learn to use the library as part of their university experience. However, their opinions were split when asked if faculty should have primary responsibility for teaching students to use the library. Only 27% either strongly agreed or agreed that faculty should be responsible for teaching the students to use the library; 31% disagreed and 11% strongly disagreed. Forty two percent agreed and 15% strongly agreed that it should be the students' responsibility to learn library skills. When asked if a basic library skills course should be part of the core curriculum, the opinions were again divided. While 16% strongly agreed and 25% agreed, 26% disagreed and 12% strongly disagreed.

Among the services offered by the Library, viewed as high priority areas in descending order were: journals for library collection, 90%; books for library collection, 82%; self-serve photo copiers, 61%; database searching, 58%; library orientation session for new faculty and students, 51%; staffed copy service, 40%; providing tables of contents for journals in your subject, 32%; library handbook, 25%; compiling bibliographies for researchers, 23%; document delivery service, 19%; personal computers for loan inside library, 9%; compiling bibliographies for classroom use, 8%; microfiche readers for loan outside the library, 4%.

When asked if a document delivery service were begun at the UI library with a nominal fee per delivery, how often would they use such a service, only 8% responded that they would use it frequently. 25% indicated they would never use it

and 41% said they would seldom use it. One may interpret that this is not a priority item for the faculty members if there is a service charge involved; or it is also possible that the respondents did not understand what a document delivery service is. Judging from some of the comments, the negative response is to the fee issue (Q-4,Q-11,Q-3a,b,c,l).

E. Problem Areas

Among the items asked of faculty to select as the most serious problem of the UI Library, "obtaining materials for research" was clearly perceived as the most serious problem by the majority, 48%. Social science and humanities faculty considered it a more serious problem than the science faculty. Next in line were the "periodical check-out policy", 10% and "periodical arrangement", 9% (Q-8).

The areas viewed as "no problem" in descending percentage orders were: "Reserve Room service", 90%; "classes in library use", 84%; "reference assistance", 84%; "microform equipment", 79%; "database searching", 78%; "interlibrary loan", 76%; "periodical arrangement", 65%; "periodical check- out policy", 63%; "obtaining materials for teaching", 60%; "obtaining materials for research", 31%.

VI. CONCLUSIONS AND RESPONSES

In a recent survey of twenty-one similar university libraries that included the University of Idaho, the University of Dayton reported that the single greatest concern faculty expressed relative to the library in sixteen of the libraries was insufficient funds to meet research needs. This was true even though many of the institutions reported substantially greater expenditures for materials than the University of Idaho.

While it is clear that providing materials for research is the most important problem from the UI faculty's perspective, this concern for research materials is concentrated in about one third of the faculty, who see it as a moderate (22%) or a serious (13%) problem (Q-8g). The problem is most severe for humanities, 19%, and the social sciences, 17%, while 9% of the science faculty reported it as a serious problem. Thirty-nine percent of the humanities and social science faculty were somewhat or very dissatisfied at the way the library met their research needs versus twenty eight percent of the science faculty (Q-7c). Similarly, two thirds of the humanities faculty felt that the book collection did not meet their research needs, two-fifths of the social science faculty concurred, and one third of the science faculty felt the same (Q-3j). In journals, the percentages expressing collection inadequacy was 53% humanities, 39% social science and 37% sciences (Q-3k).

This distribution is not surprising, since over the last decade the library has attempted to meet the teaching needs of all departments if possible, while following the expressed research thrusts of the university, which have been focused on science and technology initiatives. This prioritization has been further exacerbated by the

extraordinary inflation in the costs of scientific journals over the same period. Since WSU has followed the same strategy, and the missions of the two institutions are similar, this imbalance in satisfaction remains, even when access to WSU's library is taken into account (Q-6a,b).

The library's ability to respond to this expressed need for in-house materials to support faculty research across a wide spectrum of disciplines is limited unless the university's funding level changes. Historically, the library has received a generous share of total university funding, however, this has allowed support of in-depth research collections in only a few, select areas. Unless funding or publishing patterns change, the library will probably be able to hold its own in the number of journals it now takes, while purchasing 10-12,000 books per year which, because of the continued growth in publishing output, will represent an ever-declining percentage of the world's research literature. Given this fixed nature of the collection-building process, how can the library respond to the professed desire for "more"?

Cooperative Agreements

Libraries in the Pacific Northwest have had a long tradition of sharing resources. In recent years this tradition has been strengthened by formal, cooperative agreements to build collections cooperatively and speed access to materials in those collections for users at the various institutions. An example is the Collection Coordination for Land Grant Science Serials project which links five land-grant institutions in the Pacific Northwest. The library will continue to pursue additional agreements of this type.

Bibliographic Access

These agreements must be coupled with convenient bibliographic access so that users can identify what is available to them. The first step is represented by regional catalogs such as the Western Library Network's *LaserCat*. However, *LaserCat* must be used in the library. The library will actively pursue providing access to advanced online information systems such as the Colorado Alliance of Research Libraries' *Uncover* journal contents service, WSU's *Cougalog*, and other local and regional systems as they become available.

Document Delivery

Bibliographic access is a desirable goal, but in order to obtain satisfaction the user must have access to the materials as well as the bibliographic record. The library will use cooperative agreements, overnight delivery services, commercial document delivery firms, and electronic means such as telefax to speed delivery of resources. The library will attempt to reduce the inconveniences of traditional interlibrary loan as much as possible by streamlining the request process, allowing

for requests by campus or electronic mail, and absorbing service fees charged by other libraries. The library will deliver requested materials to campus offices, rather than expecting the user to come to the library to pick them up.

Copying Facilities

In view of the high priority placed on coin-operated copying facilities, the library has been upgrading copiers to a higher-quality faster machine. This process will be complete by January 1990. In addition, new copy counters have been purchased that would make charging copies easier and involve less paperwork.

Bibliographic Instruction

Since the overwhelming majority of the faculty felt that students should learn how to use the library, but were divided over who should take responsibility, the library has taken the initiative in cooperation with the Department of English, to see that all English 101 and 104 students get basic instruction in the rudiments of library use. The library will attempt to reach transfer and graduate students in the future.

General Awareness of Services and Programs

Finally, it is clear that the faculty is unaware of many services, facilities and opportunities for personal assistance. The library will increase its efforts to raise faculty awareness through publicity, mailings, and meetings.

Appendix I

DETAILED STATISTICAL TABLES

Q-1 IN GENERAL, HOW SATISFIED ARE YOU WITH THE UI LIBRARY? very satisfied, somewhat satisfied, somewhat dissatisfied, very dissatisfied

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
v satisfi	29	11	63	24.8	26.9	13.4	28.0
smwt sati	60	55	122	57.1	55.6	67.1	54.2
smwt diss	17	13	34	15.4	15.7	15.9	15.1
v dissati	2	3	6	2.7	1.9	3.7	2.7
Total	108	82	225	100	100	100	100
		TOTAL	415				

Q-2 HOW OFTEN DO YOU USE THE LIBRARY? 7 or more times a week, 3-6 times a week, 1-2 times a week, once a month, 2-11 times a year, never use

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
7 + x wk	0	7	6	3.1	0.0	8.4	2.6
3-6 x wk	18	23	36	18.3	16.2	27.7	15.9
1-2 x wk	43	36	92	40.6	38.7	43.4	40.5
once/mon	33	13	68	27.1	29.7	15.7	30.0
2-11 x yr	16	4	23	10.2	14.4	4.8	10.1
never use	1	0	2	0.7	0.9	0.0	0.9
Total	111	83	227	100	100	100	100
		TOTAL	421				

Q-2a WHY NOT? SEE COMMENTS

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
1		1	3	8.2	0.0	20.0	11.5
2	1	1	10	24.5	5.6	20.0	38.5
3	6	2	6	28.6	33.3	40.0	23.1
4			2	4.1	0.0	0.0	7.7
5		1	1	4.1	0.0	20.0	3.8
6	8	0		16.3	44.4	0.0	0.0
7	3		4	14.3	16.7	0.0	15.4
Total	18	5	26	100	100	100	100
		TOTAL	49				

Q-3 STATEMENTS RELATED TO USE OF THE LIBRARY

a. Students should learn to use the library as part of their library experience, somewhat agree, agree, neither, disagree, strongly disagree

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
SA	107	78	190	88.2	94.7	95.1	82.6
A	6	4	38	11.3	5.3	4.9	16.5
N	0	0	1	0.2	0.0	0.0	0.4
D	0	0	1	0.2	0.0	0.0	0.4
SD	0	0	0	0.0	0.0	0.0	0.0
Total	113	82	230	100	100	100	100
		TOTAL	425				

Q-3 (continued)

b. Faculty have primary responsibility for teaching students to use the library

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
SA	6	7	14	6.3	5.3	8.5	6.1
A	27	11	48	20.2	23.7	13.4	20.9
N	37	21	76	31.5	32.5	25.6	33.0
D	35	30	68	31.2	30.7	36.6	29.6
SD	9	13	24	10.8	7.9	15.9	10.4
Total	114	82	230	100	100	100	100
		TOTAL	426				

c. A basic library skills course should be part of the core curriculum

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
SA	18	17	33	15.9	15.8	20.5	14.3
A	34	20	53	25.0	29.8	24.1	22.9
N	20	15	54	20.8	17.5	18.1	23.4
D	35	20	56	25.9	30.7	24.1	24.2
SD	7	11	35	12.4	6.1	13.3	15.2
Total	114	83	231	100	100	100	100
		TOTAL	428				

d. The requested library material is processed and available within an acceptable time frame

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
SA	5	8	27	9.8	4.9	10.0	12.1
A	37	42	93	42.3	35.9	52.5	41.5
N	38	19	81	33.9	36.9	23.8	36.2
D	11	7	19	9.1	10.7	8.8	8.5
SD	12	4	4	4.9	11.7	5.0	1.8
Total	103	80	224	100	100	100	100
		TOTAL	407				

e. The materials and services I need for research are available at the UI library

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
SA	3	2	6	2.6	2.8	2.5	2.6
A	38	23	104	39.5	35.5	28.4	45.2
N	31	20	49	23.9	29.0	24.7	21.3
D	21	29	58	25.8	19.6	35.8	25.2
SD	14	7	13	8.1	13.1	8.6	5.7
Total	107	81	230	100	100	100	100
		TOTAL	418				

f. The library responds adequately to requests for purchase of materials I need for teaching

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
SA	10	8	25	11.0	9.9	10.7	11.6
A	27	37	78	36.2	26.7	49.3	36.1
N	43	25	102	43.4	42.6	33.3	47.2
D	14	3	11	7.1	13.9	4.0	5.1
SD	7	2	0	2.3	6.9	2.7	0.0
Total	101	75	216	100	100	100	100
		TOTAL	392				

Q-3 (continued)

g. If WSU library were not so close, UI library would be inadequate for my work

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
SA	24	20	58	24.5	22.0	25.3	25.3
A	30	28	82	33.6	27.5	35.4	35.8
N	32	16	44	22.1	29.4	20.3	19.2
D	17	13	39	16.5	15.6	16.5	17.0
SD	6	2	6	3.4	5.5	2.5	2.6
Total	109	79	229	100	100	100	100
		TOTAL	417				

h. The library responds more adequately for my requests for materials for my research

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
SA	8	4	22	8.5	7.8	5.3	10.0
A	26	30	82	34.7	25.5	39.5	37.3
N	45	34	91	42.7	44.1	44.7	41.4
D	14	6	22	10.6	13.7	7.9	10.0
SD	9	2	3	3.5	8.8	2.6	1.4
Total	102	76	220	100	100	100	100
		TOTAL	398				

i. The librarians provide adequate information and reference for my research needs.

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
SA	30	27	69	30.3	27.8	34.6	30.0
A	55	37	116	50.0	50.9	47.4	50.4
N	15	13	36	15.4	13.9	16.7	15.7
D	7	1	7	3.6	6.5	1.3	3.0
SD	1	0	2	0.7	0.9	0.0	0.9
Total	108	78	230	100	100	100	100
		TOTAL	416				

j. The book collection is adequate for my research needs

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
SA	4	0	8	2.9	3.7	0.0	3.5
A	33	16	86	32.4	30.6	20.0	37.6
N	29	14	61	24.9	26.9	17.5	26.6
D	27	37	61	30.0	25.0	46.3	26.6
SD	15	13	13	9.8	13.9	16.3	5.7
Total	108	80	229	100	100	100	100
		TOTAL	417				

k. The journal collection is adequate for my research needs

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
SA	5	0	14	4.5	4.6	0.0	6.1
A	33	23	83	33.3	30.6	28.8	36.1
N	27	15	47	21.3	25.0	18.8	20.4
D	23	28	62	27.0	21.3	35.0	27.0
SD	20	14	24	13.9	18.5	17.5	10.4
Total	108	80	230	100	100	100	100
		TOTAL	418				

Q-3 (continued)

l. It is the students' responsibility to learn library skills

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
SA	12	17	36	15.4	10.8	20.7	15.8
A	55	25	96	41.8	49.5	30.5	42.1
N	20	13	42	17.8	18.0	15.9	18.4
D	20	21	45	20.4	18.0	25.6	19.7
SD	4	6	9	4.5	3.6	7.3	3.9
Total	111	82	228	100	100	100	100
		TOTAL	421				

Q-4 HOW MUCH PRIORITY SHOULD BE PLACED ON EACH OF THE FOLLOWING:

a. Microfiche readers for loan outside the library

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
high	6	4	6	3.9	5.5	5.1	2.7
medium	32	19	63	27.7	29.4	24.4	28.0
low	71	55	156	68.4	65.1	70.5	69.3
Total	109	78	225	100	100	100	100
		TOTAL	412				

b. Personal computers for loan inside library

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
high	8	11	19	9.2	7.3	13.9	8.4
medium	44	24	80	35.7	40.4	30.4	35.4
low	57	44	127	55.1	52.3	55.7	56.2
Total	109	79	226	100	100	100	100
		TOTAL	414				

c. Library handbook

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
high	27	21	51	24.6	25.7	26.6	23.3
medium	49	38	108	48.4	46.7	48.1	49.3
low	29	20	60	27.0	27.6	25.3	27.4
Total	105	79	219	100	100	100	100
		TOTAL	403				

d. Books for library collection

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
high	89	75	180	81.9	80.9	90.4	79.3
medium	19	8	41	16.2	17.3	9.6	18.1
low	2	0	6	1.9	1.8	0.0	2.6
Total	110	83	227	100	100	100	100
		TOTAL	420				

e. Journals for library collection

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
high	101	72	203	89.7	91.8	86.7	89.8
medium	8	10	21	9.3	7.3	12.0	9.3
low	1	1	2	1.0	0.9	1.2	0.9
Total	110	83	226	100	100	100	100
		TOTAL	419				

Q-4 (continued)

f. Library orientation session for new faculty and students

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
high	61	43	110	51.4	55.5	51.8	49.3
medium	45	34	101	43.3	40.9	41.0	45.3
low	4	6	12	5.3	3.6	7.2	5.4
Total	110	83	223	100	100	100	100
		TOTAL	416				

g. Document delivery service

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
high	16	15	46	19.1	14.8	19.0	21.2
medium	63	34	99	48.5	58.3	43.0	45.6
low	29	30	72	32.4	26.9	38.0	33.2
Total	108	79	217	100	100	100	100
		TOTAL	404				

h. Database searching service

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
high	60	39	140	58.4	55.0	48.8	63.6
medium	43	33	72	36.2	39.4	41.3	32.7
low	6	8	8	5.4	5.5	10.0	3.6
Total	109	80	220	100	100	100	100
		TOTAL	409				

i. Compiling bibliographies for classroom use

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
high	6	11	17	8.3	5.5	13.6	7.7
medium	51	34	100	45.0	46.8	42.0	45.2
low	52	36	104	46.7	47.7	44.4	47.1
Total	109	81	221	100	100	100	100
		TOTAL	411				

j. Compiling bibliographies for researchers

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
high	20	16	57	22.7	18.3	20.3	25.8
medium	54	30	105	46.2	49.5	38.0	47.5
low	35	33	59	31.1	32.1	41.8	26.7
Total	109	79	221	100	100	100	100
		TOTAL	409				

k. Providing tables of contents for journals in your subject

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
high	34	25	77	33.5	31.5	30.9	35.5
medium	50	30	87	41.1	46.3	37.0	40.1
low	24	26	53	25.4	22.2	32.1	24.4
Total	108	81	217	100	100	100	100
		TOTAL	406				

Q-4 (continued)

l. Self-serve photo copiers

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
high	66	55	134	61.3	60.0	66.3	60.1
medium	38	24	72	32.2	34.5	28.9	32.3
low	6	4	17	6.5	5.5	4.8	7.6
Total	110	83	223	100	100	100	100
		TOTAL	416				

m. Copy service (staffed)

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
high	43	39	85	40.4	39.4	47.6	38.3
medium	45	30	91	40.2	41.3	36.6	41.0
low	21	13	46	19.4	19.3	15.9	20.7
Total	109	82	222	100	100	100	100
		TOTAL	413				

Q-5 HOW OFTEN HAVE YOU USED EACH OF THE FOLLOWING DURING 1988?

FACILITIES AND MATERIALS

a. card catalog

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	20	18	45	19.9	18.3	22.2	19.8
seldom	21	15	55	21.8	19.3	18.5	24.2
occasiona	54	24	85	39.1	49.5	29.6	37.4
frequentl	14	24	42	19.2	12.8	29.6	18.5
Total	109	81	227	100	100	100	100
		TOTAL	417				

b. magazines

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	26	10	75	26.4	23.6	12.0	32.9
seldom	35	17	56	25.7	31.8	20.5	24.6
occasiona	30	23	64	27.8	27.3	27.7	28.1
frequentl	19	33	33	20.2	17.3	39.8	14.5
Total	110	83	228	100	100	100	100
		TOTAL	421				

c. research journals

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	10	5	5	4.8	9.2	6.1	2.2
seldom	6	6	14	6.2	5.5	7.3	6.2
occasiona	38	27	47	26.8	34.9	32.9	20.7
frequentl	55	44	161	62.2	50.5	53.7	70.9
Total	109	82	227	100	100	100	100
		TOTAL	418				

d. microforms

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	35	32	95	40.7	34.0	40.5	44.0
seldom	32	24	66	30.7	31.1	30.4	30.6
occasiona	31	14	44	22.4	30.1	17.7	20.4
frequentl	5	9	11	6.3	4.9	11.4	5.1
Total	103	79	216	100	100	100	100
		TOTAL	398				

Q-5 (continued)

e. reference books, indexes and abstracts

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	7	1	10	4.3	6.4	1.2	4.4
seldom	19	8	32	14.1	17.3	9.6	14.2
occasiona	58	34	103	46.5	52.7	41.0	45.6
frequentl	26	40	81	35.1	23.6	48.2	35.8
Total	110	83	226	100	100	100	100
		TOTAL	419				

f. microfiche catalog

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	22	11	42	18.0	20.0	13.8	18.6
seldom	23	20	51	22.6	20.9	25.0	22.6
occasiona	34	18	74	30.3	30.9	22.5	32.7
frequentl	31	31	59	29.1	28.2	38.8	26.1
Total	110	80	226	100	100	100	100
		TOTAL	416				

g. government documents

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	30	38	67	32.1	27.0	46.3	29.5
seldom	25	15	68	25.7	22.5	18.3	30.0
occasiona	34	22	68	29.5	30.6	26.8	30.0
frequentl	22	7	24	12.6	19.8	8.5	10.6
Total	111	82	227	100	100	100	100
		TOTAL	420				

h. music scores

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	104	60	209	89.4	94.5	74.1	92.5
seldom	4	7	8	4.6	3.6	8.6	3.5
occasiona	2	5	7	3.4	1.8	6.2	3.1
frequentl	0	9	2	2.6	0.0	11.1	0.9
Total	110	81	226	100	100	100	100
		TOTAL	417				

i. browsing room

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	62	28	131	52.9	56.9	34.1	57.7
seldom	29	25	44	23.4	26.6	30.5	19.4
occasiona	17	18	37	17.2	15.6	22.0	16.3
frequentl	1	11	15	6.5	0.9	13.4	6.6
Total	109	82	227	100	100	100	100
		TOTAL	418				

j. laser disk catalog

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	48	29	111	45.3	43.2	35.8	49.8
seldom	28	8	37	17.6	25.2	9.9	16.6
occasiona	27	15	45	21.0	24.3	18.5	20.2
frequentl	8	29	30	16.1	7.2	35.8	13.5
Total	111	81	223	100	100	100	100
		TOTAL	415				

Q-5 (continued)

k. newspaper room

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	51	33	125	49.9	45.9	40.7	55.1
seldom	38	24	48	26.3	34.2	29.6	21.1
occasiona	21	20	36	18.4	18.9	24.7	15.9
frequentl	1	4	18	5.5	0.9	4.9	7.9
Total	111	81	227	100	100	100	100
		TOTAL	419				

l. special collections

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	56	42	141	57.2	50.9	51.2	62.4
seldom	31	21	54	25.4	28.2	25.6	23.9
occasiona	18	15	27	14.4	16.4	18.3	11.9
frequentl	5	4	4	3.1	4.5	4.9	1.8
Total	110	82	226	100	100	100	100
		TOTAL	418				

m. photocopiers

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	16	8	34	13.8	14.5	9.6	14.9
seldom	12	9	32	12.6	10.9	10.8	14.0
occasiona	53	33	75	38.2	48.2	39.8	32.9
frequentl	29	33	87	35.4	26.4	39.8	38.2
Total	110	83	228	100	100	100	100
		TOTAL	421				

SERVICES

n. reserve room

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	30	21	61	26.9	27.3	25.6	27.2
seldom	20	20	45	20.4	18.2	24.4	20.1
occasiona	32	21	62	27.6	29.1	25.6	27.7
frequentl	28	20	56	25.0	25.5	24.4	25.0
Total	110	82	224	100	100	100	100
		TOTAL	416				

o. classes in library use

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	79	66	183	79.8	72.5	82.5	82.4
seldom	15	8	21	10.7	13.8	10.0	9.5
occasiona	14	6	14	8.3	12.8	7.5	6.3
frequentl	1	0	4	1.2	0.9	0.0	1.8
Total	109	80	222	100	100	100	100
		TOTAL	411				

p. "online" computer database searching

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	45	45	91	45.0	42.9	55.6	42.1
seldom	27	15	56	24.4	25.7	18.5	25.9
occasiona	26	13	50	22.1	24.8	16.0	23.1
frequentl	7	8	19	8.5	6.7	9.9	8.8
Total	105	81	216	100	100	100	100
		TOTAL	402				

Q-5 (continued)

q. CD-ROM* computer database searching

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	53	43	109	50.6	50.0	53.1	50.0
seldom	23	12	54	22.0	21.7	14.8	24.8
occasiona	25	13	40	19.3	23.6	16.0	18.3
frequentl	5	13	15	8.1	4.7	16.0	6.9
Total	106	81	218	100	100	100	100
		TOTAL	405				

r. requested purchase of journal subscriptions

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	50	35	95	43.7	46.7	43.2	42.4
seldom	32	25	67	30.1	29.9	30.9	29.9
occasiona	21	19	54	22.8	19.6	23.5	24.1
frequentl	4	2	8	3.4	3.7	2.5	3.6
Total	107	81	224	100	100	100	100
		TOTAL	412				

s. requested purchase of books

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	39	13	75	30.5	36.1	15.7	33.3
seldom	29	9	44	19.7	26.9	10.8	19.6
occasiona	22	38	79	33.4	20.4	45.8	35.1
frequentl	18	23	27	16.3	16.7	27.7	12.0
Total	108	83	225	100	100	100	100
		TOTAL	416				

t. interlibrary loan

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	28	18	36	19.7	25.7	21.7	16.0
seldom	24	24	56	24.9	22.0	28.9	24.9
occasiona	36	26	78	33.6	33.0	31.3	34.7
frequentl	21	15	55	21.8	19.3	18.1	24.4
Total	109	83	225	100	100	100	100
		TOTAL	417				

Q-6 a. WHAT PER CENT OF THE RESOURCES THAT YOU NEED FOR YOUR RESEARCH IS IN THE UI LIBRARY?

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
1% - 20%	18	10	18	11.4	16.8	13.3	8.2
21% - 40%	21	14	31	16.4	19.6	18.7	14.1
41% - 60%	35	29	60	30.8	32.7	38.7	27.3
61% - 80%	23	15	86	30.8	21.5	20.0	39.1
81% -100%	10	7	25	10.4	9.3	9.3	11.4
Total	107	75	220	100	100	100	100
		TOTAL	402				

Q-6 (continued)

b. What per cent of the resources that you need for your research is in both the UI and WSU libraries?

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
1% - 20%	8	2	6	4.2	8.0	2.9	2.8
21% - 40%	8	4	6	4.7	8.0	5.7	2.8
41% - 60%	12	16	14	11.0	12.0	22.9	6.6
61% - 80%	44	44	86	45.4	44.0	62.9	40.4
81% -100%	28	4	101	34.7	28.0	5.7	47.4
Total	100	70	213	100	100	100	100
		TOTAL	383				

Q-7 HOW SATISFIED ARE YOU WITH THE UI LIBRARY IN MEETING YOUR FOLLOWING NEEDS? very satisfied, somewhat satisfied, somewhat dissatisfied, very dissatisfied

a. teaching needs

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
v satisfied	34	20	71	35.1	37.8	30.3	35.5
smwt satisf	44	40	113	55.3	48.9	60.6	56.5
smwt dissat	10	4	11	7.0	11.1	6.1	5.5
v dissatisf	2	2	5	2.5	2.2	3.0	2.5
Total	90	66	200	100	100	100	100
		TOTAL	356				

b. extension needs

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
v satisfied	10	2	12	22.0	37.0	16.7	17.1
smwt satisf	14	9	45	62.4	51.9	75.0	64.3
smwt dissat	1	1	8	9.2	3.7	8.3	11.4
v dissatisf	2	0	5	6.4	7.4	0.0	7.1
Total	27	12	70	100	100	100	100
		TOTAL	109				

c. research needs

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
v satisfied	15	2	41	14.7	14.7	2.7	18.7
smwt satisf	48	42	115	52.0	47.1	57.5	52.5
smwt dissat	23	19	41	21.1	22.5	26.0	18.7
v dissatisf	16	10	22	12.2	15.7	13.7	10.0
Total	102	73	219	100	100	100	100
		TOTAL	394				

d. personal needs

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
v satisfied	33	13	61	32.0	38.8	18.6	34.1
smwt satisf	42	43	100	55.4	49.4	61.4	55.9
smwt dissat	9	14	15	11.4	10.6	20.0	8.4
v dissatisf	1	0	3	1.2	1.2	0.0	1.7
Total	85	70	179	100	100	100	100
		TOTAL	334				

Q-8 PLEASE INDICATE WHETHER EACH OF THE FOLLOWING IS NOT A PROBLEM, A SLIGHT PROBLEM, MODERATE PROBLEM OR SERIOUS PROBLEM

a. obtaining materials for teaching

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
no prob	61	35	136	60.3	60.4	48.6	64.2
slt prob	29	26	66	31.4	28.7	36.1	31.1
mod prob	8	10	10	7.3	7.9	13.9	4.7
ser prob	3	1	0	1.0	3.0	1.4	0.0
Total	101	72	212	100	100	100	100
		TOTAL	385				

Humanities has 1 checked as a most serious problem
but it is in row 597 because that is all there is in the grid

b. periodicals arrangement

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
no prob	66	46	139	64.5	66.0	63.9	64.1
slt prob	22	18	51	23.4	22.0	25.0	23.5
mod prob	10	7	20	9.5	10.0	9.7	9.2
ser prob	2	1	7	2.6	2.0	1.4	3.2
Total	100	72	217	100	100	100	100
		TOTAL	389				

c. reference assistance

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
no prob	82	70	184	84.0	80.4	93.3	82.5
slt prob	17	5	31	13.3	16.7	6.7	13.9
mod prob	2	0	8	2.5	2.0	0.0	3.6
ser prob	1	0	0	0.3	1.0	0.0	0.0
Total	102	75	223	100	100	100	100
		TOTAL	400				

d. database searching

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
no prob	76	52	154	77.7	81.7	83.9	74.0
slt prob	12	9	44	17.9	12.9	14.5	21.2
mod prob	5	0	7	3.3	5.4	0.0	3.4
ser prob	0	1	3	1.1	0.0	1.6	1.4
Total	93	62	208	100	100	100	100
		TOTAL	363				

e. interlibrary loan

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
no prob	86	58	151	76.0	84.3	80.6	70.6
slt prob	14	9	53	19.6	13.7	12.5	24.8
mod prob	2	5	7	3.6	2.0	6.9	3.3
ser prob	0	0	3	0.8	0.0	0.0	1.4
Total	102	72	214	100	100	100	100
		TOTAL	388				

Q-8 (continued)

f. periodical check-out policy

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
no prob	68	48	127	62.6	70.1	64.9	58.5
slt prob	17	18	49	21.6	17.5	24.3	22.6
mod prob	10	7	27	11.3	10.3	9.5	12.4
ser prob	2	1	14	4.4	2.1	1.4	6.5
Total	97	74	217	100	100	100	100
		TOTAL	388				

g. obtaining materials for research

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
no prob	36	16	69	30.9	36.0	21.9	31.7
slt prob	28	26	80	34.3	28.0	35.6	36.7
mod prob	19	17	50	22.0	19.0	23.3	22.9
ser prob	17	14	19	12.8	17.0	19.2	8.7
Total	100	73	218	100	100	100	100
		TOTAL	391				

h. microform equipment

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
no prob	71	46	154	78.8	80.7	73.0	79.8
slt prob	13	11	33	16.6	14.8	17.5	17.1
mod prob	3	5	4	3.5	3.4	7.9	2.1
ser prob	1	1	2	1.2	1.1	1.6	1.0
Total	88	63	193	100	100	100	100
		TOTAL	344				

i. classes in library use

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
no prob	84	52	156	84.4	88.4	86.7	81.7
slt prob	9	5	26	11.6	9.5	8.3	13.6
mod prob	1	3	8	3.5	1.1	5.0	4.2
ser prob	1	0	1	0.6	1.1	0.0	0.5
Total	95	60	191	100	100	100	100
		TOTAL	346				

j. reserve room service

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
no prob	95	60	179	90.0	93.1	87.0	89.5
slt prob	5	9	16	8.1	4.9	13.0	8.0
mod prob	1	0	4	1.3	1.0	0.0	2.0
ser prob	1	0	1	0.5	1.0	0.0	0.5
Total	102	69	200	100	100	100	100
		TOTAL	371				

k. OTHER-SPECIFY SEE COMMENTS

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
0	0	0	1	2.7	0.0	0.0	5.0
1	1	1	1	8.1	16.7	9.1	5.0
2	1	1	2	10.8	16.7	9.1	10.0
3	1	2	5	21.6	16.7	18.2	25.0
4	3	7	11	56.8	50.0	63.6	55.0
Total	6	11	20	100	100	100	100
		TOTAL	37				

Q-8 (continued)

l. pick the item that you think is the most serious problem using the above letters

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
a materia	6	6	5	5.6	7.7	9.2	3.1
b per arr	8	4	16	9.2	10.3	6.2	9.8
c ref ast	3	0	2	1.6	3.8	0.0	1.2
d databas	1	1	6	2.6	1.3	1.5	3.7
e interli	1	1	10	3.9	1.3	1.5	6.1
f per che	7	2	21	9.8	9.0	3.1	12.9
g mat/res	39	32	76	48.0	50.0	49.2	46.6
h microfo	4	5	1	3.3	5.1	7.7	0.6
i classes	3	3	5	3.6	3.8	4.6	3.1
j resve r	1	0	4	1.6	1.3	0.0	2.5
k other	5	11	15	10.1	6.4	16.9	9.2
m see	0	0	1	0.3	0.0	0.0	0.6
n comments	0	0	1	0.3	0.0	0.0	0.6
Total	78	65	163	100	100	100	100
		TOTAL	306				

Q-9 HOW OFTEN DO YOU MAKE THE FOLLOWING ASSIGNMENTS
IF YOU DO NOT HAVE A TEACHING APPOINTMENT GO TO Q-11

a. short paper, less than 5 pages

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	17	3	49	19.9	17.9	4.9	25.7
seldom	9	8	29	13.3	9.5	13.1	15.2
occasion	37	14	70	34.9	38.9	23.0	36.6
frequent	32	36	43	32.0	33.7	59.0	22.5
Total	95	61	191	100	100	100	100
		TOTAL	347				

b. a research paper

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	10	6	33	13.9	10.2	9.8	17.1
seldom	10	9	28	13.4	10.2	14.8	14.5
occasion	41	27	71	39.5	41.8	44.3	36.8
frequent	37	19	61	33.2	37.8	31.1	31.6
Total	98	61	193	100	100	100	100
		TOTAL	352				

c. project requiring library use

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	12	0	18	8.6	12.4	0.0	9.4
seldom	8	7	21	10.3	8.2	11.3	11.0
occasion	30	24	72	36.0	30.9	38.7	37.7
frequent	47	31	80	45.1	48.5	50.0	41.9
Total	97	62	191	100	100	100	100
		TOTAL	350				

d. library research skill question sheets

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	83	49	172	89.4	86.5	84.5	92.5
seldom	10	8	12	8.8	10.4	13.8	6.5
occasion	2	0	2	1.2	2.1	0.0	1.1
frequent	1	1	0	0.6	1.0	1.7	0.0
Total	96	58	186	100	100	100	100
		TOTAL	340				

Q-9 (continued)

e. annotated bibliographies

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	42	26	109	51.6	44.2	42.6	58.3
seldom	25	14	38	22.4	26.3	23.0	20.3
occasion	21	18	33	21.0	22.1	29.5	17.6
frequent	7	3	7	5.0	7.4	4.9	3.7
Total	95	61	187	100	100	100	100
		TOTAL	343				

f. statistical gathering and analysis

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	38	42	110	55.7	39.6	72.4	58.8
seldom	28	7	41	22.3	29.2	12.1	21.9
occasion	26	9	23	17.0	27.1	15.5	12.3
frequent	4	0	13	5.0	4.2	0.0	7.0
Total	96	58	187	100	100	100	100
		TOTAL	341				

g. book or journal article reviews

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	24	14	40	22.5	25.0	23.0	21.1
seldom	16	15	43	21.3	16.7	24.6	22.6
occasion	35	21	67	35.4	36.5	34.4	35.3
frequent	21	11	40	20.7	21.9	18.0	21.1
Total	96	61	190	100	100	100	100
		TOTAL	347				

h. reserve reading assignments

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	25	6	33	18.2	25.8	9.8	17.1
seldom	13	13	35	17.4	13.4	21.3	18.1
occasion	30	16	57	29.3	30.9	26.2	29.5
frequent	29	26	68	35.0	29.9	42.6	35.2
Total	97	61	193	100	100	100	100
		TOTAL	351				

i. other (specify) SEE COMMENTS

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	4	0	4	44.4	80.0	0.0	50.0
seldom	0	1	0	5.6	0.0	20.0	0.0
occasion	1	0	1	11.1	20.0	0.0	12.5
frequent	0	4	3	38.9	0.0	80.0	37.5
Total	5	5	8	100	100	100	100
		TOTAL	18				

j. no assignments using library SEE COMMENTS

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
.1	4	3	15	62.9	36.4	60.0	78.9
.3	0	0	2	5.7	0.0	0.0	10.5
.4	6	1	2	25.7	54.5	20.0	10.5
.5	1	0	0	2.9	9.1	0.0	0.0
.6	0	1	0	2.9	0.0	20.0	0.0
Total	11	5	19	100	100	100	100
		TOTAL	35				

Q-10 HAVE YOU HAD ANY OF YOUR STUDENTS THIS PAST CALENDAR YEAR GO TO THE LIBRARY FOR A LIBRARY ORIENTATION SESSION?

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
no	76	48	155	80.6	80.9	80.0	80.7
yes	18	12	37	19.4	19.1	20.0	19.3
Total	94	60	192	100	100	100	100
		TOTAL	346				

a. If yes, were the students:

	Total no. of dept. respondents				% of dept. respondents		
class-	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
< 15	2	2	6	18.2	13.3	18.2	20.7
indiv or							
> 16	13	8	20	74.5	86.7	72.7	69.0
	0	1	3	7.3	0.0	9.1	10.3
Total	15	11	29	100	100	100	100
		TOTAL	55				

b. If YES, were the students taught by:

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
librarian	17	8	31	86.2	94.4	66.7	88.6
yourself	1	2	0	4.6	5.6	16.7	0.0
teach ast	0	2	3	7.7	0.0	16.7	8.6
other	0	0	1	1.5	0.0	0.0	2.9
Total	18	12	35	100	100	100	100
		TOTAL	65				

Q-11 IF A DOCUMENT DELIVERY SERVICE WAS BEGUN, WITH A NOMINAL FEE, HOW OFTEN WOULD YOU USE IT?

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
never	26	22	52	24.8	24.5	28.9	23.4
occasion	46	33	87	41.1	43.4	43.4	39.2
Occasion	26	16	64	26.2	24.5	21.1	28.8
frequent	8	5	19	7.9	7.5	6.6	8.6
Total	106	76	222	100	100	100	100
		TOTAL	404				

Q-12 HOW ADEQUATE IS EACH OF THE FOLLOWING IN TERMS OF YOUR NEEDS.

a. Card catalog

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	14	16	18	12.8	14.0	23.5	8.7
sity adeq	4	12	12	7.5	4.0	17.6	5.8
smwt adeq	30	14	69	30.2	30.0	20.6	33.5
ver adequ	36	16	71	32.9	36.0	23.5	34.5
don't kno	16	10	36	16.6	16.0	14.7	17.5
Total	100	68	206	100	100	100	100
		TOTAL	374				

Q-12 (continued)

b. LaserCat

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	2	2	7	2.7	1.9	2.6	3.2
slty adeq	3	5	11	4.7	2.8	6.4	5.0
smwt adeq	31	25	61	28.9	29.0	32.1	27.7
ver adequ	44	27	65	33.6	41.1	34.6	29.5
don't kno	27	19	76	30.1	25.2	24.4	34.5
Total	107	78	220	100	100	100	100
		TOTAL	405				

c. Subject librarian assistance

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	0	1	1	0.5	0.0	1.3	0.5
slty adeq	2	2	2	1.5	1.9	2.6	0.9
smwt adeq	27	7	52	21.4	25.5	9.2	23.6
ver adequ	66	63	154	70.4	62.3	82.9	70.0
don't kno	11	3	11	6.2	10.4	3.9	5.0
Total	106	76	220	100	100	100	100
		TOTAL	402				

d. Circulation desk assistance

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	0	0	1	0.2	0.0	0.0	0.5
slty adeq	5	1	7	3.2	4.7	1.3	3.2
smwt adeq	17	12	56	21.0	15.9	15.6	25.5
ver adequ	74	63	141	68.8	69.2	81.8	64.1
don't kno	11	1	15	6.7	10.3	1.3	6.8
Total	107	77	220	100	100	100	100
		TOTAL	404				

e. Interlibrary loan

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	0	1	2	0.8	0.0	1.3	0.9
slty adeq	2	1	11	3.5	1.9	1.3	5.0
smwt adeq	26	21	81	32.1	24.8	28.0	37.0
ver adequ	58	45	104	51.9	55.2	60.0	47.5
don't kno	19	7	21	11.8	18.1	9.3	9.6
Total	105	75	219	100	100	100	100
		TOTAL	399				

f. Computer assisted database searching

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	0	1	4	1.3	0.0	1.3	1.8
slty adeq	6	2	12	5.0	5.8	2.6	5.5
smwt adeq	22	17	66	26.4	21.2	22.4	30.4
ver adequ	39	20	72	33.0	37.5	26.3	33.2
don't kno	37	36	63	34.3	35.6	47.4	29.0
Total	104	76	217	100	100	100	100
		TOTAL	397				

Q-12 (continued)

g. Photocopying service

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	4	4	7	3.7	3.7	5.1	3.2
slty adeq	6	9	22	9.0	5.5	11.5	9.9
smwt adeq	40	23	82	35.5	36.7	29.5	36.9
ver adequ	48	32	92	42.1	44.0	41.0	41.4
don't kno	11	10	19	9.8	10.1	12.8	8.6
Total	109	78	222	100	100	100	100
		TOTAL	409				

h. Microforms collections

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	0	1	0	0.3	0.0	1.4	0.0
slty adeq	4	1	6	2.8	3.8	1.4	2.8
smwt adeq	22	20	49	23.2	21.2	27.4	22.7
ver adequ	18	13	27	14.8	17.3	17.8	12.5
don't kno	60	38	134	59.0	57.7	52.1	62.0
Total	104	73	216	100	100	100	100
		TOTAL	393				

i. Microforms equipment

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	1	3	1	1.3	1.0	4.1	0.5
slty adeq	8	9	9	6.6	7.8	12.2	4.2
smwt adeq	19	22	52	23.8	18.4	29.7	24.3
ver adequ	23	5	27	14.1	22.3	6.8	12.6
don't kno	52	35	125	54.2	50.5	47.3	58.4
Total	103	74	214	100	100	100	100
		TOTAL	391				

j. Equipment available for checkout

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	1	5	2	2.1	1.0	6.8	1.0
slty adeq	5	5	5	3.9	4.9	6.8	2.4
smwt adeq	11	10	24	11.7	10.7	13.7	11.4
ver adequ	10	7	29	11.9	9.7	9.6	13.8
don't kno	76	46	150	70.5	73.8	63.0	71.4
Total	103	73	210	100	100	100	100
		TOTAL	386				

k. Coin operated copy machines

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	10	16	31	14.4	9.3	21.6	14.5
slty adeq	14	19	37	17.7	13.1	25.7	17.3
smwt adeq	46	20	67	33.7	43.0	27.0	31.3
ver adequ	20	7	42	17.5	18.7	9.5	19.6
don't kno	17	12	37	16.7	15.9	16.2	17.3
Total	107	74	214	100	100	100	100
		TOTAL	395				

Q-12 (continued)

l. Mainframe computer terminals

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	1	4	5	2.6	1.0	5.6	2.3
slty adeq	3	2	6	2.8	2.9	2.8	2.8
smwt adeq	9	4	28	10.6	8.7	5.6	13.1
ver adequ	9	5	26	10.3	8.7	7.0	12.1
don't kno	81	56	149	73.7	78.6	78.9	69.6
Total	103	71	214	100	100	100	100
		TOTAL	388				

m. Instruction in library use

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	1	0	6	1.8	1.0	0.0	2.8
slty adeq	1	7	11	4.9	1.0	10.1	5.2
smwt adeq	18	19	47	21.7	17.1	27.5	22.1
ver adequ	34	20	46	25.8	32.4	29.0	21.6
don't kno	51	23	103	45.7	48.6	33.3	48.4
Total	105	69	213	100	100	100	100
		TOTAL	387				

n. Written library instruction guides

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	0	2	7	2.3	0.0	2.8	3.3
slty adeq	7	6	7	5.1	6.7	8.3	3.3
smwt adeq	32	21	55	27.6	30.5	29.2	25.6
ver adequ	31	23	60	29.1	29.5	31.9	27.9
don't kno	35	20	86	36.0	33.3	27.8	40.0
Total	105	72	215	100	100	100	100
		TOTAL	392				

o. Signs and building directories

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	3	4	3	2.5	2.9	5.5	1.4
slty adeq	6	15	18	9.9	5.7	20.5	8.3
smwt adeq	32	21	76	32.7	30.5	28.8	35.2
ver adequ	54	30	103	47.5	51.4	41.1	47.7
don't kno	10	3	16	7.4	9.5	4.1	7.4
Total	105	73	216	100	100	100	100
		TOTAL	394				

p. Physical organization of the library

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	1	11	12	6.0	0.9	14.7	5.5
slty adeq	14	13	26	13.2	13.0	17.3	11.9
smwt adeq	47	32	87	41.3	43.5	42.7	39.7
ver adequ	39	17	85	35.1	36.1	22.7	38.8
don't kno	7	2	9	4.5	6.5	2.7	4.1
Total	108	75	219	100	100	100	100
		TOTAL	402				

Q-12 (continued)

q. Orderliness of book and periodical shelving area

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	1	3	4	2.0	0.9	4.1	1.8
slty adeq	9	6	13	7.0	8.4	8.1	5.9
smwt adeq	37	25	76	34.4	34.6	33.8	34.5
ver adequ	52	38	118	51.9	48.6	51.4	53.6
don't kno	8	2	9	4.7	7.5	2.7	4.1
Total	107	74	220	100	100	100	100
		TOTAL	401				

r. Lounge/vending machine area

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	7	13	12	8.1	6.7	17.6	5.6
slty adeq	8	10	13	7.9	7.7	13.5	6.0
smwt adeq	27	14	41	20.9	26.0	18.9	19.1
ver adequ	10	11	31	13.2	9.6	14.9	14.4
don't kno	52	26	118	49.9	50.0	35.1	54.9
Total	104	74	215	100	100	100	100
		TOTAL	393				

s. Reference collections

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	4	6	13	5.9	3.8	8.1	6.1
slty adeq	19	19	24	15.8	17.9	25.7	11.3
smwt adeq	38	30	93	41.0	35.8	40.5	43.7
ver adequ	31	15	45	23.2	29.2	20.3	21.1
don't kno	14	4	38	14.2	13.2	5.4	17.8
Total	106	74	213	100	100	100	100
		TOTAL	393				

t. Browsing area

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	0	3	2	1.3	0.0	4.2	0.9
slty adeq	1	11	12	6.2	1.0	15.5	5.6
smwt adeq	33	21	50	26.8	32.0	29.6	23.4
ver adequ	20	12	51	21.4	19.4	16.9	23.8
don't kno	49	24	99	44.3	47.6	33.8	46.3
Total	103	71	214	100	100	100	100
		TOTAL	388				

u. Handicapped access to library material

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	0	9	4	3.4	0.0	12.7	1.9
slty adeq	3	5	3	2.8	2.9	7.0	1.4
smwt adeq	10	2	17	7.5	9.8	2.8	7.9
ver adequ	5	2	11	4.7	4.9	2.8	5.1
don't kno	84	53	179	81.7	82.4	74.6	83.6
Total	102	71	214	100	100	100	100
		TOTAL	387				

Q-12 (continued)

v. Newspaper area

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	0	2	2	1.0	0.0	2.7	0.9
slty adeq	2	12	15	7.4	2.0	16.0	7.0
smwt adeq	27	23	52	26.1	26.5	30.7	24.3
ver adequ	32	10	41	21.2	31.4	13.3	19.2
don't kno	41	28	104	44.2	40.2	37.3	48.6
Total	102	75	214	100	100	100	100
		TOTAL	391				

w. Procedure for suggesting new titles for purchase

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	8	6	11	6.3	7.5	8.2	5.1
slty adeq	11	12	26	12.4	10.4	16.4	12.1
smwt adeq	27	21	67	29.2	25.5	28.8	31.2
ver adequ	26	24	61	28.2	24.5	32.9	28.4
don't kno	34	10	50	23.9	32.1	13.7	23.3
Total	106	73	215	100	100	100	100
		TOTAL	394				

x. Group study rooms

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	3	6	8	4.3	2.9	8.3	3.7
slty adeq	3	14	6	5.9	2.9	19.4	2.8
smwt adeq	8	2	23	8.4	7.8	2.8	10.6
ver adequ	7	4	7	4.6	6.8	5.6	3.2
don't kno	82	46	172	76.7	79.6	63.9	79.6
Total	103	72	216	100	100	100	100
		TOTAL	391				

y. Visually handicapped aids

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	0	6	3	2.3	0.0	8.5	1.4
slty adeq	2	4	3	2.3	2.0	5.6	1.4
smwt adeq	9	1	6	4.1	8.8	1.4	2.8
ver adequ	2	1	5	2.1	2.0	1.4	2.3
don't kno	89	59	199	89.2	87.3	83.1	92.1
Total	102	71	216	100	100	100	100
		TOTAL	389				

z. Microcomputers and printers

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	2	4	9	3.9	2.0	5.6	4.2
slty adeq	6	3	9	4.7	5.9	4.2	4.2
smwt adeq	12	12	36	15.5	11.8	16.9	16.8
ver adequ	5	3	13	5.4	4.9	4.2	6.1
don't kno	77	49	147	70.5	75.5	69.0	68.7
Total	102	71	214	100	100	100	100
		TOTAL	387				

aa. Notification procedures concerning book orders

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
not adequ	7	2	11	5.1	6.7	2.8	5.1
slty adeq	6	7	14	6.9	5.7	9.7	6.5
smwt adeq	24	19	62	26.6	22.9	26.4	28.6
ver adequ	29	33	61	31.2	27.6	45.8	28.1
don't kno	39	11	69	30.2	37.1	15.3	31.8
Total	105	72	217	100	100	100	100
		TOTAL	394				

Q-13 WHAT IS YOUR SEX?

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
female	21	22	25	15.9	18.6	26.5	10.8
male	92	61	206	84.1	81.4	73.5	89.2
Total	113	83	231	100	100	100	100
		TOTAL	427				

Q-14 WHAT IS YOUR PERCENTAGE APPOINTMENT IN EACH OF THE FOLLOWING AREAS?

a. Teaching

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
0%	11	18	33	14.6	9.7	22.0	14.3
5%	1	1	2	0.9	0.9	1.2	0.9
10%	5	0	9	3.3	4.4	0.0	3.9
12%	0	1	1	0.5	0.0	1.2	0.4
13%	3	0	0	0.7	2.7	0.0	0.0
15%	0	0	4	0.9	0.0	0.0	1.7
17%	0	0	1	0.2	0.0	0.0	0.4
20%	3	0	13	3.8	2.7	0.0	5.7
25%	8	2	13	5.4	7.1	2.4	5.7
30%	3	1	8	2.8	2.7	1.2	3.5
33%	1	0	1	0.5	0.9	0.0	0.4
35%	2	0	5	1.6	1.8	0.0	2.2
36%	0	0	1	0.2	0.0	0.0	0.4
40%	3	2	8	3.1	2.7	2.4	3.5
45%	0	0	6	1.4	0.0	0.0	2.6
47%	0	0	1	0.2	0.0	0.0	0.4
50%	16	4	33	12.5	14.2	4.9	14.3
52%	0	0	1	0.2	0.0	0.0	0.4
55%	1	0	1	0.5	0.9	0.0	0.4
60%	8	4	9	4.9	7.1	4.9	3.9
62%	0	0	1	0.2	0.0	0.0	0.4
65%	2	1	5	1.9	1.8	1.2	2.2
66%	0	0	1	0.2	0.0	0.0	0.4
67%	0	0	2	0.5	0.0	0.0	0.9
70%	11	5	19	8.2	9.7	6.1	8.3
72%	0	0	1	0.2	0.0	0.0	0.4
75%	11	19	18	11.3	9.7	23.2	7.8
80%	7	14	16	8.7	6.2	17.1	7.0
84%	0	1	0	0.2	0.0	1.2	0.0
85%	5	3	3	2.6	4.4	3.7	1.3
90%	6	0	2	1.9	5.3	0.0	0.9
93%	0	0	1	0.2	0.0	0.0	0.4
95%	0	2	2	0.9	0.0	2.4	0.9
100%	6	4	9	4.5	5.3	4.9	3.9
Total	113	82	230	100	100	100	100
		TOTAL	425				

Q-14 (continued)

b. Research

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
0%	23	18	32	17.2	20.4	22.0	13.9
1%	0	1	0	0.2	0.0	1.2	0.0
3%	1	0	0	0.2	0.9	0.0	0.0
5%	4	6	4	3.3	3.5	7.3	1.7
6%	0	1	0	0.2	0.0	1.2	0.0
7%	0	0	1	0.2	0.0	0.0	0.4
10%	17	13	12	9.9	15.0	15.9	5.2
12%	0	2	0	0.5	0.0	2.4	0.0
13%	2	0	0	0.5	1.8	0.0	0.0
14%	0	0	1	0.2	0.0	0.0	0.4
15%	9	13	7	6.8	8.0	15.9	3.0
18%	0	0	1	0.2	0.0	0.0	0.4
20%	9	12	23	10.4	8.0	14.6	10.0
21%	1	0	0	0.2	0.9	0.0	0.0
25%	8	9	31	11.3	7.1	11.0	13.5
28%	0	0	1	0.2	0.0	0.0	0.4
29%	0	1	0	0.2	0.0	1.2	0.0
30%	8	3	16	6.4	7.1	3.7	7.0
33%	1	0	2	0.7	0.9	0.0	0.9
34%	0	0	1	0.2	0.0	0.0	0.4
35%	1	0	5	1.4	0.9	0.0	2.2
38%	0	0	1	0.2	0.0	0.0	0.4
40%	6	1	11	4.2	5.3	1.2	4.8
45%	0	0	9	2.1	0.0	0.0	3.9
48%	0	0	1	0.2	0.0	0.0	0.4
50%	13	1	28	9.9	11.5	1.2	12.2
60%	1	1	7	2.1	0.9	1.2	3.0
65%	0	0	1	0.2	0.0	0.0	0.4
67%	0	0	1	0.2	0.0	0.0	0.4
70%	1	0	9	2.4	0.9	0.0	3.9
75%	5	0	7	2.8	4.4	0.0	3.0
80%	1	0	8	2.1	0.9	0.0	3.5
83%	0	0	1	0.2	0.0	0.0	0.4
85%	0	0	1	0.2	0.0	0.0	0.4
87%	2			0.5	1.8	0.0	0.0
88%			1	0.2	0.0	0.0	0.4
90%			2	0.5	0.0	0.0	0.9
100%			5	1.2	0.0	0.0	2.2
Total	113	82	230	100	100	100	100
		TOTAL	425				

Q-14 (continued)

c. Extension/service

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
0%	77	58	165	70.6	68.1	70.7	71.7
1%		1		0.2	0.0	1.2	0.0
2%		1	1	0.5	0.0	1.2	0.4
4%			1	0.2	0.0	0.0	0.4
5%	8	10	18	8.5	7.1	12.2	7.8
7%	1			0.2	0.9	0.0	0.0
10%	10	6	22	8.9	8.8	7.3	9.6
12%			1	0.2	0.0	0.0	0.4
15%	3	1	2	1.4	2.7	1.2	0.9
20%	2		2	0.9	1.8	0.0	0.9
25%	2		2	0.9	1.8	0.0	0.9
30%	1		1	0.5	0.9	0.0	0.4
40%	1			0.2	0.9	0.0	0.0
50%	2		3	1.2	1.8	0.0	1.3
60%			1	0.2	0.0	0.0	0.4
75%	1			0.2	0.9	0.0	0.0
80%			2	0.5	0.0	0.0	0.9
84%	1			0.2	0.9	0.0	0.0
90%	1	2		0.7	0.9	2.4	0.0
95%	1			0.2	0.9	0.0	0.0
100%	2	3	9	3.3	1.8	3.7	3.9
Total	113	82	230	100	100	100	100
		TOTAL	425				

d. Administration

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
0%	82	53	176	73.2	72.6	64.6	76.5
1%		1		0.2	0.0	1.2	0.0
2%		1	1	0.5	0.0	1.2	0.4
4%		1		0.2	0.0	1.2	0.0
5%	5	3	6	3.3	4.4	3.7	2.6
8%		1		0.2	0.0	1.2	0.0
10%	2	6	5	3.1	1.8	7.3	2.2
15%		0	1	0.2	0.0	0.0	0.4
18%		0	1	0.2	0.0	0.0	0.4
20%	3	1	1	1.2	2.7	1.2	0.4
25%	2		1	0.7	1.8	0.0	0.4
30%	2	1	1	0.9	1.8	1.2	0.4
33%	1			0.2	0.9	0.0	0.0
35%	1	1	2	0.9	0.9	1.2	0.9
40%	2	1	5	1.9	1.8	1.2	2.2
50%	4	2	9	3.5	3.5	2.4	3.9
55%		1		0.2	0.0	1.2	0.0
60%		1	3	0.9	0.0	1.2	1.3
65%	1	1		0.5	0.9	1.2	0.0
70%			5	1.2	0.0	0.0	2.2
75%	1		2	0.7	0.9	0.0	0.9
80%	1		2	0.7	0.9	0.0	0.9
88%		1		0.2	0.0	1.2	0.0
90%	3	2	1	1.4	2.7	2.4	0.4
95%		1	1	0.5	0.0	1.2	0.4
100%	3	3	7	3.1	2.7	3.7	3.0
Total	113	82	230	100	100	100	100
		TOTAL	425				

Q-14 (continued)

e. Other (specify) SEE COMMENTS

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
0%	96	62	206	85.6	85.0	75.6	89.6
1%			1	0.2	0.0	0.0	0.4
3%			1	0.2	0.0	0.0	0.4
5%	5	10	10	5.9	4.4	12.2	4.3
6%			1	0.2	0.0	0.0	0.4
7%			1	0.2	0.0	0.0	0.4
8%		2		0.5	0.0	2.4	0.0
10%	4	2	7	3.1	3.5	2.4	3.0
12%	1			0.2	0.9	0.0	0.0
14%		1		0.2	0.0	1.2	0.0
15%	2		1	0.7	1.8	0.0	0.4
20%	1			0.2	0.9	0.0	0.0
30%			1	0.2	0.0	0.0	0.4
50%	2		1	0.7	1.8	0.0	0.4
80%	1			0.2	0.9	0.0	0.0
85%		1		0.2	0.0	1.2	0.0
100%	1	4		1.2	0.9	4.9	0.0
Total	113	82	230	100	100	100	100
		TOTAL	425				

Q-15 WHAT IS YOUR ACADEMIC DEPARTMENT?*

Total no. of dept. respondents						% OF DEPT. respondents		
Social Science		Humanities		Science		Soc S	Hum	Science
Accountin	2	Architect	8	Agricultu	3	1.8	9.6	1.3
Ag econ	13	Art	1	Ag engrg	9	11.4	1.2	3.9
Ag educat	2	Communica	8	Ag extens	2	1.8	9.6	0.9
Business	11	English	14	Animal sc	11	9.6	16.9	4.7
Bus educa	1	Foreign l	8	Bacterio	10	0.9	9.6	4.3
Counsl/hu	9	FL/Englis	2	Biology	16	7.9	2.4	6.9
Economics	4	FL/Latin	1	Chem engr	6	3.5	1.2	2.6
Education	12	Land arch	2	Chemistry	16	10.5	2.4	6.9
Teachr ed	3	Library	19	Civil eng	10	2.6	22.9	4.3
Educ admi	2	Music	9	Comp sci	12	1.8	10.8	5.2
Geography	3	Philosoph	3	Elect eng	13	2.6	3.6	5.6
History	7	Psycholog	7	Engineerg	6	6.1	8.4	2.6
Indust ed	2	Theater a	1	Ento(PSES)	20	1.8	1.2	8.6
Law	16			Fish reso	9	14.0	0.0	3.9
Mi sci	4			Fors prod	6	3.5	0.0	2.6
Phys educ	9			Fors reso	16	7.9	0.0	6.9
Poli sci	5			Forestry	2	4.4	0.0	0.9
Recreatio	1			Geology	10	0.9	0.0	4.3
Sociology	5			Health sa	1	4.4	0.0	0.4
Vocat ed	3			Home ec	10	2.6	0.0	4.3
				Math	11	0.0	0.0	4.7
				Mech engr	9	0.0	0.0	3.9
				Metallur	4	0.0	0.0	1.7
				Mining me	1	0.0	0.0	0.4
				Physics	4	0.0	0.0	1.7
				Range res	4	0.0	0.0	1.7
				Wild/r&m	2	0.0	0.0	0.9
				Vet sci	2	0.0	0.0	0.9
				Wild/reso	3	0.0	0.0	1.3
				4-H	4	0.0	0.0	1.7
Total	114		83		232	100	100	100
			TOTAL		429			
	26.6%		19.3%		54.1%			

*(Note: Academic departments are grouped together according to the subject divisions at the UI Library)

Q-16 HOW LONG HAVE YOU BEEN ON THE FACULTY AT UI?

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
less 1 yr	11	2	13	6.1	9.6	2.4	5.6
1-2 yrs	10	13	26	11.4	8.8	15.7	11.2
3-5 yrs	25	13	33	16.6	21.9	15.7	14.2
6-10 yrs	17	15	46	18.2	14.9	18.1	19.8
11-15 yrs	18	13	34	15.2	15.8	15.7	14.7
16 +	33	27	80	32.6	28.9	32.5	34.5
Total	114	83	232	100	100	100	100
		TOTAL	429				

Q-17 WHERE IS YOUR OFFICE LOCATED?

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
on camp	114	83	232	100.0	26.6	19.3	54.1
off camp							
		TOTAL	429				

Q-18 DO YOU HAVE ACCESS TO A PERSONAL COMPUTER

	Total no. of dept. respondents				% of dept. respondents		
aa.offic	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
no	9	14	18	9.8	8.1	17.3	8.0
yes	102	67	207	90.2	91.9	82.7	92.0
Total	111	81	225	100	100	100	100
		TOTAL	417				

	Total no. of dept. respondents				% of dept. respondents		
bb.home	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
no	34	25	64	31.6	33.0	33.3	30.3
yes	69	50	147	68.4	67.0	66.7	69.7
Total	103	75	211	100	100	100	100
		TOTAL	389				

Q-18a DO YOU HAVE A CMS USERID FOR THE MAINFRAME ON UI CAMPUS?

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
no	45	45	67	42.5	45.9	65.2	33.2
yes	53	24	135	57.5	54.1	34.8	66.8
Total	98	69	202	100	100	100	100
		TOTAL	369				

Q-18bc DO YOU HAVE A MODEM AT YOUR OFFICE?

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
no	70	57	150	70.8	67.3	78.1	70.1
yes	34	16	64	29.2	32.7	21.9	29.9
Total	104	73	214	100	100	100	100
		TOTAL	391				

Q-18bd DO YOU HAVE A MODEM IN YOUR HOME?

	Total no. of dept. respondents				% of dept. respondents		
	Soc Sc	Human	Science	Percent	Soc Sc	Human	Science
no	83	60	163	82.5	84.7	88.2	79.5
yes	15	8	42	17.5	15.3	11.8	20.5
Total	98	68	205	100	100	100	100
		TOTAL	371				

Appendix II

QUESTIONNAIRE WRITTEN COMMENTS

The written comments are individually transcribed here. They are grouped together according to their contents. To avoid redundancy, some repetitive comments are not included. To maintain confidentiality, comments mentioning individual names are deleted. The faculty member's general discipline area is indicated in parenthesis.

LIBRARY COLLECTION

I think the library should concentrate on strengthening its collection of journals and books.(AGRIC)

Acquisition of journals and books should not be reduced.(AGRIC)

Do think it is more important to maintain basic level books and journals for student use on campus.(AGRIC)

The library's collections (books and periodicals) and space are seriously deficient for the size and type of institution (even with the backup of WSU). I think it needs to take a more assertive, nay, pushy (sic) about large acquisition budget increases and new building.(HUMANITIES)

My particular science is adequately covered for a small university. I trust that years of progress in accumulating useful materials is not harmed by a reallocation of resources to other areas. Please work at strengthening resources in other areas, but don't do so at the expense of current and past efforts that created strengths in library holdings.(AGRIC)

Collection in our field is spotty.(ART&ARCH)

In general, the library has limited use for research in Art, other than historical research.(ART&ARCH)

I simply want the UI library to be as good, collection-wise, as any of the big state universities so that I can get the texts and materials I need for my research.(ART&ARCH)

Main problem is small size of collection. Typical problem is finding a reference in a book or journal article, and then being unable to follow it up at once in our own library. Having to go to WSU or interlibrary loan slows down research process and thought process.(BUSINESS)

The allotment of resources to subject areas is wildly imbalanced.(BUSINESS)

Outdated books! Not stocking new books (is a serious problem)!(COMMUN)

Not enough current books. Many collections extremely outdated! Appareatly we aren't buying many new books!(COMMUN)

Book holdings for the past 10 years are no better (a disgrace). Fix this and I can live with other problems.(COUNSEL)

I think English Ed, Teacher Ed is not a top priority, but books, journals for my research are more readily available than ones for my students.(EDUC)

Lack of up to date technical books. (EDUC)

Library is very out of date in my area but it is not your fault. I would like to work toward improving the business education section. It needs a lot of work. I have been rebuilding a program which now numbers 51 undergrads and graduates. When I came to UI the previous professor had let the business education collection become very out of date. I brought some books and journals with me and the publishers have been very good about giving me exam copies. You don't allow textbooks and my methods class needs high school texts to review as well as instructor's guides. I have two copies of all NBEA Forums and Yearbooks. I need very current information on office automation, computer applications, application tutorials and current and future issues in business and marketing ed.(EDUC)

Buy more books and journals!(ENGINEER)

Almost all of the references I must have to fulfill my research requirements (made by the university) are not in the library and must be obtained by loan (and the associated hassle) or by my own direct inquiry. Our resources in this area are pathetic! Yet we are asked to compete with colleagues at institutions with real libraries! The problem is so bad that our reactionary and backward legislature will never invest the resources necessary to catch up. At the same time our legislature and administration will continue to beat the drum of RESEARCH! How incompatible are our institutional rhetoric and our institutional actions! The president of the University of Idaho should be required by intellectual honesty to publicly apologize to the research faculty at least once a month for the inadequacy of our library facilities. All things done by the immediate administrators of this academic research disaster (our library) to ease the situation are much appreciated. You have my heartfelt condolences.(ENGINEER)

Books in my area are not extensive.(ENGINEER)

If we are going to be a research institution we need to invest in our collection and facilities.(FORESTRY)

Collections (books/journals) are inadequate.(FORESTRY)

More books! More journals!(FORESTRY)

Would like to see regular purchases of new editions of all textbooks in my field (FOREST RESOURCES) - McGraw Hill Forestry series, Wiley Forestry series, etc. Much of what is on shelves is out of date.(FORESTRY)

Small collection: key information for me is missing and/or out of date.(FORESTRY)

Journal and book acquisitions should be a high priority.(FORESTRY)

Many of the textbooks in my area are outdated. You might carry the 4th edition of a book that is currently in its 9th edition.(HPERD)

My research is in an area in which the UI collection is weak (in both books and periodicals). I depend on Interlibrary Loan and WSU.(HUMAN FOR LANG)

The main drawback of our library for my research is the lack of holdings in my specialty area: Native American literature and the related intellectual work done in lit. crit., intell. history, cultural and myth analysis.(HUMAN)

As a research library, the collections I have used have been inadequate.(LAW)

Increase the size of book and periodical collections.(LIBRARY)

The library collection does not provide adequate support for faculty research needs.(LIBRARY)

It seems so small compared to where I've been before.(MILITARY)

Because my limited research requirements are directed primarily at teaching and my own unstructured approach to professional development, I find the university library quite adequate.(MILITARY)

There appears to be a bias in the reference area for environmental research and against engineering/industry.(MINES)

Too few books.(MINES)

[The library needs] new books and information for international marketing in different countries...Korea, Middle East, China....(O.C.AGRIC)

It [the library] needs more journals and more texts.(SCIENCE)

Subscribe to more journals, buy more books.(SCIENCE)

Generally speaking, the facilities in the Chemistry area are good to very good. The basic collection is weak but made up by the surprisingly good journal collection. I have serious concerns that both of these collections may degrade in the face of increased costs and decreased budgets.(SCIENCE)

Science periodical and monograph collection is grossly underfunded, consequently I depend heavily on WSU.(SCIENCE)

Holdings could be improved.(SCIENCE)

I don't expect it to be [Re: adequacy of collection for research needs].(SCIENCE)

The collections of material need to be expanded. Many scientific general reference books are outdated.(SCIENCE)

Need to purchase more journals and books, not keep cutting back.(SCIENCE)

It is in my view, imperative that you improve the journal acquisitions, book acquisitions and the specific indexes -- e. g. ABC of Political Science...Basic research materials - periodicals (I spend roughly $600 a year ordering periodicals not otherwise available in the area - at my own expense), books and indexes - seem much more important to me than microcomputers for library use, etc.(SOC SCIENCE)

We need more books.(SOC SCI)

The collection simply isn't big enough in my area...My main problem - the inadequacy of our collection in classical, medieval and renaissance Latin - cannot be blamed on the present library staff.(No dept. indicated)

LIBRARY COLLECTION - INDEXES

Science indexes are inadequate. At the very least Science Citation Index should be renewed. Perhaps more increases should be put into general indexes and less into specialized indexes.(AGRICULTURE)

A copy of Science Citation Index would be a useful and valuable addition.(AGRIC)

Indexing of the world literature and availability of a reliable bibliography service for specialized areas would be helpful.(ENGINEER)

[Re:compiling classroom use bibliographies] Faculty responsibility.(ENGINEER)

[Re:compiling classroom use bibliographies] It is a faculty responsibility.(SCIENCE)

[Re:compiling bibliographies]) Not library's job.(MINES)

The library should subscribe to ISI's Current Contents (at minimum: the Env. Sciences and Biol Sciences editions).(FORESTRY)

As a recent grad student at UI I found it difficult to access indexes from my home or office.(O.C.AGRIC)

Not having Social Work Abstracts makes accessing the journals very difficult.(SOCIAL SCIENCE)

The filing system and indexing for journals makes it so difficult to find journals, that unless I absolutely need to, I don't take the time to look for journals. I would suggest a more accessible indexing system; perhaps listing journals (alphabetically) with their call numbers or completely reorganize by alphabetical order.(SCIENCE)

I realize that the Social Sciences Citation Index is simply too expensive... but why not a relatively inexpensive substitute like the ABC (of Political Science)? I frequently avoid using the library because I simply can't find basic information on the materials (scanty as they may be) that you have.(SOC SCIENCE)

UI-WSU COORDINATION

Coordination with WSU will be critical to maintain coverage on the Palouse.(AGRIC)

I go to WSU library very frequently because they have a lot of foreign government documents that are lacking at UI. I don't have much problem with this since WSU is not far away. Actually, I would recommend that the two libraries try not to be duplicate. It would be wonderful if the two libraries are merged. However, this could cause a problem for students who don't have wheels.(AGRIC)

Is it possible to speed up delivery from WSU? I expect you do the best you can under the circumstances.(AGRIC)

WSU's libraries are a godsend. I send students over there all the time.(ENGINEER)

Is it possible to circulate tables of contents from periodicals held at WSU? Can this be done on a PC? Via a modem? (ENGINEER)

I have usually found what I need at the UI library, and if not there, at the WSU library.(ENGINEER)

Is it possible to obtain charge numbers for xeroxing at WSU?(ENGINEER)

Coordinate with WSU to make sure we have journals and books needed for each of the disciplines.(FORESTRY)

It seems to me that one answer [to the funding shortages] might be coordination of purchases with WSU, to make the two libraries together better than either one might be able to afford. Obviously this is a long term project.(LAW)

I use the library for reference material... If a journal is not available at U of I, it is invariably available at WSU.(O.C.AGRIC)

Generally, if I can't find something here, I can get it at WSU.(SCIENCE)

We rely on WSU too much. Given that "the muse" is a capricious sort, much inspiration is lost in the 10 mile drive to Holland, where I do most of my research. Thanks, though, to the folks of WA for supporting Idaho faculty.(SOC SCIENCE)

LIBRARY ORGANIZATION

Lack of floor space [is a major problem] which keeps older issues of journals in storage. I know we still have access, but it is inconvenient.(AGRIC)

The library (any good library) needs a complete periodical holding which is readily available. This business of having to get journals older than several years out of the basement is for the birds.(AGRIC)

Having items in bookstorage is inconvenient.(AGRIC)

The reshelving process seems to be fairly slow. It is fairly easy to just "lose" a book within the library itself, i.e., it hasn't been checked out, but it is nowhere to be found.(HPERD)

The materials in storage are hard to get to.(MINES)

When journals are more than 1 year old, get rid of them from shelves.(MINES)

The storage of old volumes of the journals is quite distracting, I realize there is not sufficient shelf space.(SCIENCE)

Too many journals housed in storage. Sometimes it takes a long time, up to 20 minutes, for them to be made available.(SCIENCE)

The main thing which bothers me is not being able to have access to "old" issues of journals on the shelves. I sometimes go to WSU just for this convenience.(SCIENCE)

More room to house older journals in stacks, not in storage.(SCIENCE)

Inability to browse older volumes of some journals is a real pain.(SCIENCE)

I wish that I didn't have to request books from book storage so frequently!(SCIENCE)

It is annoying to have to get pre 1970 journals from bookstorage.(SCIENCE)

Frequently used major journals in my area have been placed in storage while less often used (in my area and related areas as judged by my asking colleagues) are more readily available - not make any sense at all.(SCIENCE)

I find the layout of your library to be the most confusing unorganized mess I have ever observed. It is no wonder the U of I has difficulty recruiting quality research faculty.(SOC SCI)

[Re: infrequent library use] Difficulty locating (finding) resources when there.(No Dept. indicated)

LIBRARY BUDGET, PURCHASE REQUESTS

Lack of journals and books due to inadequate funds [is a serious problem]. Long ago I gave up on ordering journals because of the funding rationing problem. Now I am giving up on books by and large since most of my requests in the past year are being returned. The university must address this issue more vocally and effectively.(AGRIC)

Re-establish a book ordering procedure.(ART&ARCH)

Current book purchasing policy doesn't get us all the books we want.(ART&ARCH)

What is needed is money, especially for new academic journals, to support faculty (and student) research which we all are being asked to do more and more and more of each year without adequate support.(BUSINESS)

Never received anything requested.(BUSINESS)

[Re: adequate response to purchase requests] Yes on books, no on journals.(BUSINESS)

Wonder about some purchase decisions. Now seeing S-P-B auction catalogs on shelves, but library does not have complete series of S-P-B annuals, even though back issues are available from discount book dealers. Isn't buying individual catalogs an expensive way to get the info?(BUSINESS)

Get a bigger budget. We are supposed to be a research university.(BUSINESS)

(Funding for current accounting journals) - (Funding for additional and existing accounting journals) = (WSU Library dependence). I know you folks are trying. however, your efforts may be too late for many of us.(BUSINESS)

[Re: purchase requests] What's the use? I'm usually turned down...$200 a year for an area with dozens of masters students and a number of doctoral students is a disgrace.(COUNSEL)

[Re: purchase procedure] I really don't know what it is. I've put in orders through the dept. secretary and they haven't been purchased. But I've never received any of those library book order forms that faculty members in some depts. receive. I figure our dept. head hands them out or our dept. doesn't have priority to order.(EDUC)

[Re: purchase requests] Discouraging because of constant reminder of no funds.(EDUC)

My main concern (since I subscribe to 5 journals and extract most of my information from these) is current status regarding the acquisition of new books. I've been asked to submit titles, then told there's no funding. I am confused about your purchasing policy. Do you/do you not want suggested titles?(EDUC)

I would appreciate some help in ordering journal subscriptions and current books for graduate student use.(EDUC)

Any dissatisfaction is due only to funding levels...Keep up the good work. Don't get discouraged. Maybe the legislators, administrators, etc. will realize someday that the library is the mainstay of the university and should be funded accordingly.(EDUC)

The exercise of evaluating the EE holdings and eliminating 18% was very time consuming! It was very poor management to then determine that this was not needed. We do not need to waste time on un-needed assignments.(ENGINEER)

The biggest problem for me is that the library's book and periodical budgets are just too small.(ENGINEER)

Need a faster response for ordering/cancelling books and journals according to changes in teaching and research emphasis within each college/department.(ENGINEER)

The procedures for suggestions and being notified are not the problem, it's the budget available and time it takes to get material! The space and financial resources are not adequate to support the diverse technical needs of the university, the increased emphasis on research, not to mention business,arts and humanities.(ENGINEER)

I have never placed a book or journal subscription request because I was always told there was no money for it. If you have acquisition dollars, I'd like to know about it.(ENGINEER)

Need to budget for new books each year. Top priority. Notify faculty if book he/she requested will not be purchased.(ENGINEER)

You should allocate journal subscriptions dollars to departments and let departments determine what they need most. Books should be purchased with faculty input rather than by subscription or however you determine what to purchase. In our area too much goes into low priority acquisitions (books of little or no value).(ENGINEER)

It [library] just lacks enough money to purchase needed books and journals.(ENGINEER)

Worst problem with the library is no money for journal subscriptions...The fact that the library's research budget [for journals] is so small really means that we have no library as far as I'm concerned. The university cannot expect to attract and keep researchers without a long-term commitment to maintain an adequate journal collection (with uninterrupted subscriptions). The presence of WSU library is no excuse. The funding of the library is more important than any issue on campus.(ENGINEER)

The library staff has always been helpful in ordering and obtaining (within their limited budgets) materials for our area when requested.(FORESTRY)

The financial commitment to the library by the UI and the legislature is totally inadequate. It's hard to believe that this is the largest and most comprehensive library in the state. The library deserves better facilities and funding to purchase books and journals.(FORESTRY)

[Re: journal purchasing procedures] What's the point - we've already been asked to decide on which journal subscriptions can be cancelled.(FORESTRY)

Seems to have been a long time since any real capital improvement has been available for the library.(FORESTRY)

If we are going to be a research institution we need to invest in our collection and facilities.(FORESTRY)

My book orders have been held up for 2 years, without notifying me until this fall when I questioned it. You'll never have the resources to catch up. Even $500 in stamps could be used in another way. In general, I see the library in a hopeless situation.(HPERD)

I think it [the library] needs to take a more assertive, nay, pushy (sic) about large acquisition budget increases and new building.(HUMAN)

Although there are probably many ways that the library could be improved, the most important priority for me is a larger budget for the acquisition of books and journals.(HUMAN)

Very inadequate book and periodical budget.(HUMAN)

I didn't know for sure if faculty could suggest purchase of books. I'll try someday.(LAW)

Need more funding so that collections and services may be improved...When adding a new program or degree to the university's offerings, require a survey of available library resources to support it, and require that additional money be allocated to the library for future support of the new program or degree (at least have a dollar figure to include in the original proposal for the program, while everything else is still in the planning stages).(LIBRARY)

The library desperately needs funding for expanded services...(the library materials budget is inadequate to support the university research that is demanded of its faculty members).(LIBRARY)

If it ain't broke, don't fix it. Your complaints and requests should indicate where more (or less) services are needed in the library. Given the operating fund scarcity you can't do everything in the library.(MINES)

I hope you concentrate on the basics: acquiring and cataloging materials.(MINES)

[Re: whether purchase requests are processed within acceptable time frame] Absolutely not!(MUSIC)

At the current level of failure to fund, the excellent personnel will in 15 years be the custodians of a woefully inadequate collection of books and periodicals, all the electronic paraphernalia notwithstanding. At the present time we are getting more than we pay for. The library budget is a disgrace.(SCIENCE)

I encourage the library to enlist the support of the departments to expand the library budget in recognition of its being a campus-wide resource.(SCIENCE)

Library budget should be a top priority at this university.(SCIENCE)

Library staff does a good job of getting things that are not there, and this has not, in some cases, been easy.(SCIENCE)

We could use more funding for certain recently started journals in biotechnology areas.(SCIENCE)

Adequate funding seems to be the primary problem for the library to acquire new materials.(SOC SCIENCE)

The recent 18% "journal reduction exercise" created massive morale problems in our department, even if the cuts were not made. Shame on its perpetrators! We need more periodicals, not less.(SOC SCIENCE)

My feeling about the library is that ours is inadequate for a teaching and research institution. After years of official, malignant neglect of the library, we will come to a point that grants are threatened, as will be our accreditation. (A shame, no, obscenity, that athletics has a higher budget).(SOC SCIENCE)

More serious than any specific technical or personnel matters is the lack of a respectable percentage of the state budget to carry out the mission of the major academic library in the state. Some fields (and mine is one of them) are better served with new acquisitions than others, but we seem always behind or barely treading water in acquiring current or recent literature. It would be to the credit of the entire state and the UI community to highlight this need with the new president and to make sure we hire someone who places the library at the absolute top of the budget this coming year and for the foreseeable future.(SOC SCIENCE)

One of the most critical needs on UI campus is...more support funds for more journals and books.(No Dept. indicated)

You do a magnificent job given the inadequate space and funding allotted to your crucial role at the university. Here's hoping the new administration, the Regents, and the people of Idaho see fit to support you in the future as befits a true university library.(No Dept. indicated)

I am constantly impressed by 1) how poor (sic) the library (like the rest of the university) is supported financially and 2) how good a job the library in particular does with such a limited budget. Keep up the good work.(No dept. indicated)

JOURNALS/PERIODICALS

Recent effort to streamline journals (eliminate little-used titles, etc.) is commendable.(AGRIC)

About a month ago, someone from the library came to one of our faculty meetings and suggested that we needed to cut our periodical orders by 28%. When the faculty started looking at the periodical list there were many titles not even recognized (one of which cost $588 per year). This seems like a total waste of taxpayers money. It would seem like the periodicals should have the department and the name of the individual who ordered it clearly stated. If it is this way for one department, what must it be like for the whole university?(AGRIC)

I'd like to see more journals covering horticulture (European hort. journals) and horticulture magazines and periodicals.(AGRIC)

More journals would be wonderful, but recognize that it is more advantageous to build strengths between WSU and U of I, so while most of the journals I use are not available here, I do not find it is too much of a problem to use the libraries at WSU.(AGRIC)

The only problem is the limited number of journals in subject area (Plant, Soils and Entomological Sciences). I realize this is a funding concern, but for all subject matter areas this must be overcome in order to remain competitive in research and facilitate teaching.(AGRIC)

Periodicals like the Journal of Irreproducible Results should be eliminated.(AGRIC)

Lack of journals - need desperately to improve holdings, especially if we are to become a major research university.(AGRIC)

The library is severely lacking in international business journals. As businesses becomes more involved in international affairs, we need these journals for research and classroom use.(BUSINESS)

It is academic journals first, and trade journals second, which are most deficient at UI Library. Research is hurt.(BUSINESS)

I would use the services much more if a better selection of relevant (Accounting) journals were available.(BUSINESS)

I'd use more (research journals) but you don't carry them! I'd like to know if we can order any periodicals - serious problems with lack of research journals in accounting.(BUSINESS)

Most of my negative views revolve around this inadequate journal collection and inability to obtain new subscriptions.(BUSINESS)

My only area of concern is the availability of foreign language journals - Russian, German, Japanese and French; and I have no specific complaints or frustrations.(ENGINEER)

I believe that reference journals are adequate at the UI library.(ENGINEER)

You should continue your efforts to identify journals that can be discontinued.(ENGINEER)

Worst problem with the library is no money for journal subscriptions. Also, the journals subscribed to generally miss the mark (particularly for Comp Sci which has too small a percentage of the allotment for subscriptions). The fact that the library's research budget (for journals) is so small really means that we have no library as far as I'm concerned. The university cannot expect to attract and keep researchers without a long-term commitment to maintain an adequate journal collection (with uninterrupted subscriptions). The presence of WSU library is no excuse. The funding of the library is more important than any issue on campus!(ENGINEER)

I appreciate the effort the new Dean has made to communicate with the faculty on the journal cancellations.(FORESTRY)

Rapid access to periodicals not housed at UI may solve many deficiencies which now exist.(HPERD)

Reduce acquisition costs by obtaining donated copies from faculty for many journals.(O.C.AGRIC)

I would greatly prefer that the bound journals be shelved alphabetically even if this means separating journals from books. It is very easy to locate the unbound journals and I wish it were as easy to find the bound journals.(SCIENCE)

Journals for the sciences are inadequate and too many are stored. This makes life too hard. WSU is our salvation.(SCIENCE)

The comments about the periodical arrangement reflect my difficulties at finding new journals. Considering the number of journals, wouldn't it be easier to shelve them by Lib. of Cong.# rather than alphabetical? This would eliminate the searching which must now take place.(SCIENCE)

We all know journals are expensive, but research here needs them - far more than new books. If it were not for WSU library, research in my area (Biology) would be impossible here. Sad, but true!(SCIENCE)

The filing system and indexing for journals makes it so difficult to find journals, that unless I absolutely need to, I don't take the time to look for journals. I would suggest a more accessible indexing system; perhaps listing journals (alphabetically) with their call numbers or completely reorganize by alphabetical order.(SCIENCE)

The lack of journals computer access is a major liability of this library system. For a major university I would be embarrassed.(SOC SCI)

Need many, many more periodicals in my field: human neuropsychology.(SOC SCI)

Eliminating journal subscriptions [is a serious problem].(No dept. indicated)

You tell us that we can't afford a new journal unless we cancel an old one, but you won`t tell us how to do so! Ergo, no new journals!(No Dept. indicated)

MUSIC COLLECTION

The music- especially the scores- don't fit on the shelves; they fall off the shelves when you try to pull one out. The record collection is old; nothing new has been added for a long time.(HUMAN)

The system of filing the sheet music, to me, is a problem. It is more of a hassle to try to locate a particular work in the library than it is to order it new. The music is filed so tight that when you pull one out 5 or 6 others come out with it usually ending up on the floor ready to be filed in the wrong place never to be found again. A system of filing cabinets might make it easier to find and refile.(MUSIC)

The separation of scores (main library) from records (music library) and from instruments (music buildings) is very awkward.(MUSIC)

Need to keep the music part of the library at the music building.(MUSIC)

In music, and in other areas too, I suspect, the UIL is weak in lack of specialized staff in specific subject areas. The music program suffers from the absence of a music specialist: in quality of cataloging, reference service, and collection development/acquisitions. If not a music specialist, why not at least a "performing arts" librarian?(MUSIC)

Computerized catalog is useless for music collection. I have resorted to physically searching the stacks.(MUSIC)

LIBRARY STAFF & REFERENCE SERVICES

The staff of the library are outstanding professionals who always put forth 110% effort. The library shortcomings are not their fault.(AGRIC)

The librarians and staff should be commended for their timeliness and willingness to help.(AGRIC)

Appreciate helpful attitudes of science librarians...(AGRIC)

The 3rd floor library staff is excellent...(AGRIC)

[Re: infrequent library user] Limited knowledge of library staff.(AGRIC)

I have been extremely disappointed with service, particularly the science staff. They have a don't bother us attitude. The circulation desk personnel are excellent.(AGRIC)

Attitudes of some are a slight problem, others are great.(ART&ARCH)

In general, I have found your services to be quite adequate. The staff and resources available are quite good. I appreciate the friendliness and general helpful nature of the staff.(ART&ARCH)

People have always been helpful whenever I need help. It's been that way for the past 16 years. I have no complaints.(ART&ARCH)

Librarians do a great job of helping and compensating and teaching classes.(BUSINESS)

The staff is excellent!(COUNSEL)

On occasion, I have had difficulty finding professional assistance during the evening. Perhaps a rescheduling of staff would help.(EDUC)

The people who work there are very pleasant and helpful!(EDUC)

I have always been well satisfied with the personal services provided by the librarians, especially those in the social science area. I do feel, however, that the library needs to greatly expand its services and technological capacity.(EDUC)

Library is well run.(ENGINEER)

The science librarians are extremely helpful. Thanks.(ENGINEER)

Most important, we need to invest in the quality library staff that we have.(FORESTRY)

I feel the librarians and staff do an excellent job in meeting my needs when you consider the resources they have to work with.(FORESTRY)

Generally, the service is good and the people outstanding. The UI library staff does an admirable job on a ridiculous budget.(FORESTRY)

I get the impression the library is over-staffed, over-staffed with administration, poorly managed and generally is run by people who have no idea of what their mission should be.(FORESTRY)

I wanted to express that I am extremely pleased with the quality of work and service exhibited by the library staff.(HUMAN)

The staff is very helpful, esp. in giving instructions on the new searching system...Our library is a cheerful place to work because of the staff.(HUMAN)

Staff should be trained to keep order and quietness in the reading area. Usually it is a noisy place; students and staff talk freely, disturbing other users without any restraint. Subject area librarians and staff ought to patrol the floor and encourage the respect for privacy and silent environment for which the library is responsible to provide.(HUMAN)

I like the NW DAY room and its staff. I worked there for weeks on end this summer.(LAW)

[Need] improved pay for librarians and library staff.(LIBRARY)

Increase size of library staff and faculty.(LIBRARY)

I have found the librarians to be particularly willing to help with any and all of my research problems. While I did serve on the faculty library committee one year and became acquainted with several of the librarians in that capacity, I had found their cooperative attitude quite helpful before my appointment.(MILITARY)

Library workers are generally very satisfactory and helpful.(MINES)

Very high marks. I am continually astounded at liberal policy and aids to research.(MINES)

The library services, overall, are excellent, given the library's budget and crowded facilities. The humanities librarian and office provide very good service and are extremely responsive. But, again, the arts are not humanities, and suffer from the lack of specialized staff. (the art, dance and theater collections show this).(MUSIC)

Received excellent service from library personnel and found the facilities adequate for my needs.(O.C.AGRIC)

Science librarians are helpful.(SCIENCE)

Generally I have been very happy with the service provided by workers in the library. They are good at their work and eager to help when asked. I like that.(SCIENCE)

The staff is great.(SCIENCE)

Science librarian is extraordinary!(SCIENCE)

Librarians not always available on 2nd and 3rd floors.(SOC SCI)

Wonderful and most cooperative staff-faculty people at the library.(SOC SCI)

You are doing an excellent job of giving service both to the student and the faculty. Over the years librarian assistance has been wonderful. I always feel the support given to me (by the library staff) is friendly, courteous and very professional. All of this in spite of limited resources - please don't change.(SOC SCI)

Overall, the faculty and staff of the UI library go well beyond the call of duty to aid the teaching faculty and students. I have no complaints in this area.(SOC SCIENCE)

LIBRARY SKILLS COURSES

Students and staff don't need a full semester course in how to use the library, but should have access to an orientation.(AGRIC)

Should be included in existing core course where appropriate.(AGRIC)

Should be part of humanities requirement.(AGRIC)

Part of English Comp.(AGRIC)

[Responsibility for teaching students to use the library should be] equally carried by students, faculty and library staff.(ART&ARCH)

I do think it would be helpful for the library to give an orientation seminar to both new students and new faculty (separately). I am aware of orientation for students, but not faculty.(ART&ARCH)

Any core involvement by the library should be part of a more comprehensive course,i.e., communications, English 103,104, something of that nature.(ART&ARCH)

Freshman orientation lab, non-credit.(BUSINESS)

[Faculty has] responsibility for assigning work, not for giving orientations.(BUSINESS)

Would it be possible to develop a video of library services to be used in a classroom environment?(EDUC)

[Re: library skills course] Only if rigorously taught and evaluated so students would take it seriously...Some [students] misuse the materials so much perhaps we should protect the library by keeping reluctant learners out.(EDUC)

Should be included in a course such as English 104, not a separate course.(ENGINEER)

Acquired in high school or earlier.(ENGINEER)

Make it part of core course.(ENGINEER)

The library has been very helpful in training our undergraduate and graduate students on available services. The instruction provided has always been outstanding and delivered with enthusiasm.(FORESTRY)

[Re: library orientation sessions] Required by College of Forestry.(FORESTRY)

[Re: student responsibility to learn library skills] It is, but they don't learn, and a course would facilitate that learning.(FORESTRY)

I'm against classes teaching how to use the library, computers, etc. Classes are never convenient and throw too much info. I am for the great info sheets you have in the lobby. I'd like more info sheets near the computers (LaserCats).(LAW)

[Re: library skills course] Part of Language Arts requirement.(MILITARY)

Most [faculty members] are not qualified [for teaching students to use the library]...I would favor a required library use course.(MINES)

Faculty should initiate this [teaching students to use the library], but librarians have to help.(SCIENCE)

[Re: library orientation sessions] Would quite possibly add to the overall bewilderment many new fresh(men) have anyway.(SCIENCE)

If I don't [make library use assignments] it is mainly because I see my students reluctant to do so. And if one insists, they'd rather take another course.(SOC SCI)

The idea of orientation and library science classes is an excellent one. Perhaps with such classes, more faculty will require research projects (most do not presently in the social sciences) of undergraduates as well as graduate students.(SOC SCIENCE)

Faculty and library staff both should aid students in learning to use the library.

LASERCAT/ LIBRARY CATALOG

It would be helpful to have access to an on-line card catalog to obtain some books.(AGRIC)

[Re: LaserCat] Keyboard too sensitive.(AGRIC)

Improving the cataloging system will be highly beneficial.(AGRIC)

I would give almost anything to have an online catalog that I could access from CMS or other dial up service.(AGRIC)

The ability to access the card catalog using a personal computer would be very useful.(AGRIC)

Access to LaserCat etc. via mainframe or PC network from campus/home would be a great help.(AGRIC)

[Re: LaserCat] Could not get it to work!.(AGRIC)

As a faculty member who has had little exposure to computers and feels intimidated by them I think it would help to have a faculty orientation to the computer capabilities of the library. Very few faculty in my department feel comfortable using computers - I find myself using the microfiche and know that if I knew how to use the computers I could more fully utilize the library services as far as preparing bibliographies for new courses, etc.(ART&ARCH)

New LaserCat seems to have some missing entries.(ART&ARCH)

[Re: LaserCat) Printers needed.(BUSINESS)

Sometimes find books on shelves, but can't locate them in catalog by subject.(BUSINESS)

Modem access to LaserCat, CD-ROM and online databases would be nice.(COUNSEL)

[Re: LaserCat] Slow.(COUNSEL)

[Re: LaserCat] How to use to find what I need? The directions are not very helpful.(EDUC)

Access to LaserCat [is a serious problem]...At least one could get access to card catalog when we had one. LaserCat is a terrific high-tech idea, but if one can't get access to a terminal, the entire library is just a disorganized (and unusable) mess..(ENGINEER)

I would like to see an online catalog like WSU's that could be accessed from individual offices or IBM terminals on campus. This would greatly enhance my library utilization (and my students).(ENGINEER)

[Re: PC's for inside library loan] For LaserCat and searching, not for programming and word processing. (ENGINEER)

Get a faster database search [Re: LaserCat]. Machine needs to be faster and the database program is too "stupid."I have to search forever to find what I want since the system can't do a more sophisticated relational DB search. Need capability for using multiple keywords so if one matches, the entry is shown. Need system not to be so picky about how matches are determined. Somehow a better cross-reference of subjects must be supported.(ENGINEER)

I`m old fashioned enough to be one of those who miss the card catalog, I use my w.p. a great deal, so I'm not opposed to the ostensible waves of the future, but the LaserCat has yet to do much for me except absorb excess minutes, especially when the place is crowded.(HUMAN)

[Re: LaserCat] Hard to use.(HUMAN)

Where in the world has the card catalog gone? Please get it back as soon as possible; it`s helpful for locating books!!! Why destroy what took years to build up???(HUMAN)

The LaserCats are excellent; however, there should be more of them. Each LaserCat should have a printer. We need the ability to access the library catalog and its other databases from remote locations.(HUMAN)

I am against getting rid of card catalogs. I am not convinced that research is as thorough on computers. It's harder to browse. And I understand that not all the materials are registered on the computer. If you must have computers, you must make sure there are clear instructions by each one. (There were no instructions by one on the 2nd floor once; later instructions were in place.) I miss the smell of card catalogs. Microfiche card catalogs are a disaster - incomplete, complicated. It's too hard for me to figure out which way to move the rectangle, and you get dizzy if you watch the screen when its moving. Horrid!(LAW)

Improve access to collections (cataloging): serials, analytics, documents, microform collections.(LIBRARY)

I would [use the card catalog] except it is not kept up to date. All I ask of the library is an easy way to use catalog, access to the books and journals that the library has.(MINES)

Computerized catalog is useless for music collection. I have resorted to physically searching the stacks.(MUSIC)

I am very annoyed that you stopped listing all the current acquisitions to the library (with call numbers) in the Bookmark. You have all these modern computers, why can't they be used to continue this service?(SCIENCE)

Too few terminals in the library.(SOC SCI)

We need one complete catalog in one format. The loss of the current acquisition list is a serious loss.....In my experience, data base or other computer type searching is a waste of time and money for a serious advanced researcher and should not use up periodical and book funds.(SOC SCI)

I guess I'm a bit old-fashioned as I still prefer to thumb through the card catalog and then I use the LaserCat for interlibrary loans.(THEATER)

COMPUTER DATABASE SEARCHING SERVICES

Computer assisted searches - excellent.(AGRIC)

The literature searches...I have requested have been done well and in a timely manner.(AGRIC)

Would like to see a monthly database searching service instituted. Keywords would be searched monthly and the results forwarded to the faculty member. The library would charge a fee for this service.(AGRIC)

We need more databases.(BUSINESS)

[Need] more CD-ROM databases. The aggressive innovation of computers and databases has been extremely helpful.(MINES)

Not aware of services available in computer searches.(O.C.AGRIC)

The best way the library could help me would be to increase its capabilities (hardware and software) in Laserdisc ROM databases in the sciences. I will use these heavily in the future and will insist that my graduate students do so.(SCIENCE)

I am a firm believer in the use and expansion of CD-ROM databases.(SCIENCE)

It would be nice, perhaps a luxury, to have on-line printers and search possibilities for Biosis and Agricola databases here.(No Dept. indicated)

We need more computer research tools - e.g. MLA bibliography on Wilson disc.(No Dept. indicated)

Access to UI library databases [is a serious problem]. Please expedite the completion of the on-line access capabilities by faculty ASAP! This would allow UI researchers to conduct library search from anywhere, at any time, with a simple PC-system and a modem. When it occurs, access should be free of charge to UI faculty and/or staff.(No Dept. indicated)

GOVERNMENT DOCUMENTS

Documents and archives [are a serious problem].(AGRIC)

Poorly organized gov't publications, USGS, USDA etc. I know that as the depository in Idaho they should be available but often they can not be found...Almost impossible to locate documents - requires much effort from the staff in the documents area. Should be open so the faculty member could satisfy him (her) self that document is not there.(ENGINEER)

Would like to see an open stack situation in the documents. Use of this area could be immeasurably enhanced. I know many of my graduate students avoid using it because of the lack of opportunity to browse the stacks and find things we can't really identify to the librarians.(FORESTRY)

I wish I could have access to browse the government document section. Faculty should be allowed this opportunity if we are to have any chance to stay current. The closed stacks policy only serves the library staff - not the faculty/university community.(HPERD)

I'd like gov't docs to be more accessible. I'd like to be able to check them out for a day or two.(LAW)

Government document checkout policy [is a serious problem].(MINES)

As a final thought, I think the government documents librarians are too 'protective' of the materials to the point that I rarely use that part of the library. I personally do not equate libraries with museums. When it is impossible to even get a xerox of a map, something is wrong.(MINES)

[Re: infrequent library use] Has no circulation of government documents. WSU docs.(MINES)

Closed stacks in government documents [are a serious problem].(No Dept. indicated)

SPECIAL COLLECTIONS

Special collection hours [is a serious problem].(COMMUN)

Material in special collections is not available at all hours [moderate problem].(FORESTRY)

More discrimination to be made for items put in Special Collections. Many times I have sought books I know are not "special" or valuable, but are located there, apparently only because they pertain to Idaho.(FORESTRY)

A considerable amount of material I need for research and teaching has found its way into Special Collections. These materials are often not old, unique or otherwise unavailable. It appears that they are there to make the NW collection more complete. However, the tight restrictions on checkout and use insisted upon by Special Collections makes their use difficult, and at times impossible. Could this be handled as a matter of policy so that requests for exceptions don't have to be made, or so that requests aren't always met with the tight-jawed staff down there?(LAW)

Too much resources are given to flashy "special collections" that benefit fewer users than the general areas of the library. Keep them strong, yes, but at the expense of other departments and areas?(SOC SCIENCE)

RESERVE ROOM

Use of reserve room for teaching - excellent support.(AGRIC)

I have had problems with the reserve room, also. Students have had great difficulty finding material.(AGRIC)

Reserve desk great!(ART&ARCH)

BROWSING ROOM

Bigger city newspapers would be nice. (ART&ARCH)
The magazines in the browsing room are about as exciting as what a high school library offers.(HUMAN)
[Re: newspapers] National collection is poor.(MINES)

LOUNGE

Too smoky.(AGRIC)
OK for smokers only.(AGRIC)
Yuk! Smoking!.(ART&ARCH)
Shoot smokers on sight!(EDUC)
Avoid it due to the nauseous smoke.(EDUC)
Smoking in the lounge should be prohibited. The place STINKS!!! Make smokers stop outside.(ENGINEER)
Get rid of smoking in the lounge area (it smells up the whole building).(FORESTRY)
The lounge is a dreary place. Air stale with cigarette smoke. Coffee is terrible. Chairs and tables are uncomfortable.(HUMAN)
Filthy most of the time.(No Dept. indicated)

INTERLIBRARY LOAN

I can meet most of my needs through interlibrary loan, but speed is sometimes a problem.(AGRIC)
Excellent service here.(AGRIC)
I've been very satisfied with the interlibrary loan services.(ART&ARCH)
Interlibrary loan works fairly well, but I would like to be able to browse first - maybe wouldn't want a copy.(BUSINESS)
The interlibrary loan folks are wonderful!(BUSINESS)
I had some trouble getting certain articles through interlibrary loan - both the speed at which some came, as well as not being able to get some at all.(ENGINEER)
Interlibrary loan dept. does a great job for me. Without their great efforts, my work would be seriously handicapped.(ENGINEER)
It's slow.(ENGINEER)
Slow.(FORESTRY)
I use the interlibrary loan request quite frequently and greatly appreciate their efforts. I am able to keep up with current research through this service. Please do not eliminate this department at all costs!!!(O.C.AGRIC)
My only use of library services is to obtain reprints of articles for research. It seems that often it takes weeks to months to obtain the requested reprints.(O.C.AGRIC)
Paperwork is a nuisance.(SCIENCE)
Interlibrary loan service has improved tremendously over the last six months. Previously it was totally unworkable.(SOC SCI)
Interlibrary loan service has deteriorated. It takes far too long for many relatively common things and requests from foreign journals sometimes never arrive. I get no feedback about any of this from interlibrary loan personnel. One day I was down processing more interlibrary loan forms only to have them ask me questions about others I had submitted several weeks before that hadn't been sent out. This is not good service!(SCIENCE)
ILL desk is superior.(SOC SCI)
Interlibrary loan gets special praise for their courtesy & efficiency.(No Dept. indicated)

COPYING SERVICE

The document copying I have requested has been done well and in a timely manner.(AGRIC)
Is it possible to obtain charge numbers for xeroxing at WSU?(ENGINEER)
I know I can do so but I would like to feel more free to call the library by telephone and have materials copied for hand or mail delivery to my office. This may sound lazy, but time constraints limit my access to the library. Often if it is not in my reprint file or journals in my office, I don't go after it.(AGRIC)
The photocopying/mailing service for journal articles is very good and crucial to my research.(O.C.AGRIC)
Check out the copy system at Gonzaga Law Library - i.e., vendor cards. It's hard to beat.(O.C.AGRIC)
As an off-campus faculty member I appreciate greatly your service of photocopying journal articles.(O.C.AGRIC)
Improving and expanding photocopy service and machines should be a priority.(SCIENCE)

DOCUMENT DELIVERY SERVICE

Use money to buy documents, rather than deliver them.(HUMAN)
Why charge?(LIBRARY)
After students pay tuition fees, service should be included, I think.(MINES)
[I would use the service] occasionally, if it covered off-campus researchers.(O.C.AGRIC)
Terrible waste of resources except to off-campus faculty.(O.C.AGRIC)
I don't think library personnel should be involved in such a service.(SCIENCE)
But we shouldn't have to pay to do our jobs!(SOC SCIENCE)

CHECKOUT POLICY

The library should computerize its loan system. It is unbelievable that we still do this by hand.(AGRIC)
I wish I didn't have to check out books for off-campus course use on my library card when they are for student use.(EDUC)
I would like to point out that journal checkout policy is totally arbitrary...almost get the impression that the librarian is doing ME a favor! I have never known librarians to be so possessive!! I think that the use of ID cards (students and faculty) for checkout purposes has a flaw. This results in "everyone" knowing student/faculty names and their corresponding ID numbers (or S.S.# for faculty). Surely this is an invasion of privacy as the material can be seen in ALL books that are currently on UI shelves.(ENGINEER)
Faculty loan period should be longer. Circulation desk staff should not inquire whether the material is for research when a faculty member requests a semester loan.(LIBRARY)
It is too difficult to take a periodical home, but I understand why the policy is as it is.(MINES)
[Periodicals] should be allowed to freely circulate.(SCIENCE)
I find the policy of books being lent out frustrating as books I require for reference are often not on the shelves.(SCIENCE)
Policy of permitting faculty to check out books for entire semester is unjust, unless the books are placed on reserve. One month for personal use is long enough.(SCIENCE)

BUILDING AND SIGNAGE

The library needs better signage. It's difficult to read/find call number signs, and floor location of books is not apparent.(AGRIC)
We badly need an expanded facility for all library services!(AGRIC)
Not much that couldn't be fixed at the library by more room.(AGRIC)
It is a nightmare at WSU to go among the various buildings. Also, some of their study areas are pleasant, but most are prison-like. At least UI's study areas have a view to the "outside."(AGRIC)
Space is too limited.(AGRIC)
Signs and directories within the building are inadequate.(AGRIC)
Other than the fact that UI has outgrown the physical facility, more space needed for study and book storage, I've always felt the library was doing a more than adequate job.(AGRIC)
[Re: signage] Ugly! Too many different styles!(ART&ARCH)
It is an unpleasant, overcrowded building where I don't spend any more time than what is necessary.(ART&ARCH)
I don't like the building design.(ART&ARCH)
Clearly, the building must be expanded. Then the collections can be expanded and traffic patterns can be restructured. Additionally, I would like to suggest that private, assigned carrels be included in the new building. These should be assigned to faculty and administrators with research responsibility.(BUSINESS)
It would be nice to have more comfortable chairs in the journal/periodical areas.(ENGINEER)
Obviously the room for books, etc. is ridiculously inadequate. Lack of adequate building is a blot on the face of UI and Idaho!(ENGINEER)
More space!(FORESTRY)
Cramped.(FORESTRY)
It's obvious that the library is running out of space and the Science/Technology area is getting uncomfortably full.(SCIENCE)
I need not report to the library faculty and staff the physical problems associated with operating out of the present structure. It is depressing to think that Library faculty do not, for the most part, have their own offices (undoubtedly the only faculty on campus who do not); nor are there any faculty carrels (the only PHD granting institution I know where such is the case) where one can keep a typewriter, laptop, books, notes, etc. I would be curious to know if studies have been done of faculty productivity where the library fully accommodates the faculty with individual student carrels (in contrast to those without).(SOC SCIENCE)
One of the most critical needs on UI campus is a new addition to the library for more library space.(No Dept. indicated)
A major aspect of the library that I find troubling concerns the building itself. The library is too small and thus study/reading space is very limited; it has the appearance of being cramped and disorganized. The furnishings (tables, chairs, desks, etc.) are old and worn and give the library a "run-down" look. I have been to many university libraries, and ours is by far the most unpleasant library to visit.(FORESTRY)
The library is obviously overcrowded and consequently has a somewhat shabby and overused appearance.(HUMAN)

What I am most concerned about is the inadequate facilities. I believe we need a much larger library. Our library should be the university's showcase facility.(HUMAN)

[Re: Signs and building directories] Used to be better.(HUMAN)

Need private faculty study big enough to pursue projects - bookshelves, computer space, etc. and secure (locked).(HUMAN)

Space is a real need.(LAW)

New furniture (chairs and sofas) are needed (long overdue) for both the browsing room and the large conference room. The live plants in the planter containers in the lobby are needing to be replaced - possibly with artificial greenery. Even though the building is old the furnishings should be kept attractive and clean. The technical services section of the bldg. is ugly - needs repainting and new blinds at all the windows. Carpet on the floor would cut down on the noise. Not enough attention given to the looks (appearance) of the interior of the building. Upon entering the lobby it is just ugly everywhere you look. It does not get any better as one climbs higher or lower.(LIBRARY)

Too small building. (MINES)

You do very well with what you have, but the upper floors and browsing areas are very cramped and confining. We need more space.(MINES)

The library needs to be enlarged.(SCIENCE)

Need more space!(SCIENCE)

Drinking water (is a serious problem).(SOC SCI)

One of the most critical needs on UI campus is a new addition to the library for more library space.(?)

LIBRARY EQUIPMENT

[Copy machines are in] bad shape!(ART&ARCH)

[Re: copiers] A lot of breakdowns and too few machines.(ART&ARCH)

[Re: micros and printers] Too noisy. Need some that are Macintosh compatible!(ART&ARCH)

The library needs an Apple Macintosh lab...DOS based machines are quantum leaps into the past.(ART&ARCH)

[Re: copiers] Need more of them.(BUSINESS)

Bad copies!(COMMUN)

Not enough operating photocopy machines. Broken too often.(ENGINEER)

Maintenance of self-service photocopiers is terrible! (although I realize probably due to inadequate funds) Photocopiers should be replaced with new ones. At least one additional machine should be available. This is vital because periodicals do not circulate.(FORESTRY)

You should not be a computing/word processing center unless excess finances allow excellence in this area.(FORESTRY)

The microfilm machines in the reserve room: the 2 (or 3?) outside are hard to use. The patched-together yellow paper is bad. On the other hand the modern machine behind the reserve desk (with a printer) is great – or, well, as good as can be expected for use with the vile medium of microfilm.(LAW)

[Microform equipment is] in constant need of cleaning and repair.(LIBRARY)

The breakdown of the copiers greatly detracts from the quality of library service.(SCIENCE)

Improving and expanding photocopy service and machines should be a priority.(SCIENCE)

Science needs more copiers that operate by credit card.(SCIENCE)

LIBRARY SCHEDULE

Only problem is that it is not always open.(SCIENCE)

Hours open, especially holidays [IS a serious problem].(SCIENCE)

Hours [is a moderate problem].(SCIENCE)

Vacation times are when faculty and many graduate students often want to use the library for their research work. Closing the library or shortening hours is not a help. It would be better to keep the building open - even if with a reduced or skeleton staff - than to lock the doors.(SCIENCE)

OFF CAMPUS

As the off campus video program grows, the library needs to consider ways to improve its service to these students, who are too far away to use the library in person. The assignment of research papers to video students has caused problems because of the inability of these students to obtain library books.(ENGINEER)

What are extension resources and how do we access them from County Office?(O.C.AGRIC)

Phone-in Ag literature searches would double my usage.(O.C.AGRIC)

As an off-campus faculty member, we don't even think in terms of using the UI library. There are times when I would love to be able to use it.(O.C.AGRIC)

I would like to have greater access to the library. We need more instruction on how to and what is available in journal summaries and a database access would be a great service.(O.C.AGRIC)

I would like to be able to access card catalog and CD-ROM databases from my location, say via CMS. Database searching service is sufficiently inconvenient and inflexible that I subscribe independently to Dialog. If I could access certain databases on CD-ROM that the library has purchased I would stop using Dialog and save a lot of money.(O.C.AGRIC)

No one has explained to me how I might use the library 300 miles from Boise. I suggest you provide training to Coop Extension agents on how to access and use your resource.(O.C.AGRIC)

Information on how off-campus faculty can utilize and access the information and services of the library would be greatly appreciated.(O.C.AGRIC)

If there is a system whereby I can use the library from off-campus I should like to know about it.(O.C.AGRIC)

Do database searches off campus.(O.C.AGRIC)

The campus library is simply too far to be of value to me.(O.C.AGRIC)

With such a large number of off-campus faculty you may consider programs which bring UI library to those faculty.(O.C.AGRIC)

Too costly and complicated to get a book down to Boise...I would like to have a card catalog accessible through each County Extension Office computer and an easy shipment procedure to get books down to us for extended periods. What services do you have for off-campus staff? I've never heard of any besides interlibrary loan.(O.C.AGRIC)

I would appreciate a list of new titles purchased by the library. If it was circulated each semester or so, and had titles grouped by area, a new purchase list would help me know what is available.(O.C.AGRIC)

I would like to know what is available via computer.(O.C.AGRIC)

Extension faculty really aren't familiar with services available through the library. Perhaps an orientation during district meetings would help.(O.C.AGRIC)

Your attention to the needs of off-campus centers is appreciated. You listen and respond.(O.C.EDUC)

I am concerned about how we at the graduate centers in Boise, Idaho Falls (and maybe Coeur d'Alene) - both faculty and students - can access library services more easily. We need help! We do have computers and modems.(O.C.EDUC)

SURVEY

Well done survey instrument! Don Dillman would be proud.(O.C.AGRIC)

It's about time we were asked!...Will any of this make a difference?(ENGINEER)

Thanks for surveying faculty views. Not enough of that is done at UI.(SOC SCIENCE)

[Re: Q-13:sex) Of what importance is this to the QUESTIONNAIRE?(AGRIC)

Wouldn't it have been more fiscally efficient to use campus mail for these and put the money into books?(HPERD)

I resent that you spent 25 cents on mailing this to me and 25 cents for a return stamp when my survey and that of a majority of my colleagues could have been conducted via campus mail.(AGRIC)

For what reason was it necessary to spend 50 cents/survey form for mailing rather than simply operating through the campus system?(SCIENCE)

Why was this not sent through campus mail at lower cost?(BUSINESS)

Why didn't you save money by using campus mail?(EDUC)

Frankly, there is a lot of information in this questionnaire that is not applicable to my use of the library (which is mostly for research).(ENGINEER)

Did you pretest these questions? Some are ambiguous.(FORESTRY)

I was a student at the Univ. of Minnesota for 8 years, during which time I came to appreciate a real library system. I know we can't afford to duplicate that here, but we could have more money to spend in that effort if you wasted less money on TRIVIAL BULLS...T like this damn survey. This is either the 2nd or 3rd survey form I've received (first class mail). The only reason I've responded is so you might consider that some people don't want to respond to such an idiotic self-serving survey. If and when you publish the results of this survey, please also list the costs in terms of direct costs (mail, printing, envelopes, etc.) and staff and computer time and analysis time spent on this nonsense. When I see a library waste such time and money on such trivial pursuits at virtually the same time it talks about cutting journals, it makes me want to vomit. Please don't send me any more questionnaires of this or any other type until you get your act together.(FORESTRY)

Why bother to ask these questions on a coded survey form where you know who the respondent is?(FORESTRY)

I didn't understand a lot of the terms you used in this survey.(LAW)

What are library research skill question sheets?(MINES)

Make shorter questionnaires!(FORESTRY)

I am concerned about the implications of this questionnaire, particularly the possible influences certain response patterns might have on policy issues. I am concerned that the faculty will neglect student (particularly undergraduate) needs and in effect ask the library via the questionnaire to focus collection development and services on narrow (i.e. their own personal) research. I think it is important that the people interpreting this questionnaire keep in mind that the library serves the entire academic community and the largest portion of this community is the undergraduate student body.(LIBRARY)

The questionnaire did not ask questions that would get answers for the cooperative extension situation. A redraft of the survey would improve your answers.(O.C.AGRIC)

Your survey is way too long. Next time get some help on it.(SCIENCE)

This is a real dog of a survey. I don't have the time or interest for this.(No dept. indicated.)

Appendix III

EXPENSES STATEMENT

2,000 #10 envelopes		Library Supply
1,000 stamps		$250.00
1,000 Stamped letter size envelopes		262.80
16 reams canary paper (12,000)		Library Supply
1,000 post cards		150.00
Stamps/Envelopes		80.00
IH Hours: 46.5 x $4.00		186.00
Statistical analysis		60.00
Printing for Final Report		125.00
	TOTAL	$1,113.80